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TASK: Administrative Requirements, Course Review, Student Expectations, and Small Group Instruction

STANDARD: 1. Explain Administrative Issues and Requirements

- 2. Conduct Course Overview
- 3. Explain Student Expectations
- 4. Small Group Instruction
- 1. Course Hours. 0830-1700.
- 2. Students must have authorization to miss any class. Any student missing more than 4 hours of classes are subject to dismissal from the course. The NCOIC or Course Manager will give the authorization for any legitimate absence. In addition, authorized absences are handled on a case by case basis.
- 3. At the end of each day, the classroom will be policed of trash and waste and all furniture rearranged for the next day's class.
- 4. Training phases.
 - a. Phase I. Course Administration Phase
 - b. Phase II. Individual and Group Behavior.
 - c. Phase III. Cultural Awareness.
 - d. Phase IV. Aspects of Discrimination.
 - e. Phase V. Equal Opportunity Skills and Information.
- 5. Course Rules.
- 6. Oral Presentations.

STUDENT HANDOUT #1-2 COURSE RULES

- 1. Listen for understanding, not for agreement.
- 2. Treat other students with dignity and respect.
- 3. Sit by someone different every day.
- 4. Silence is agreement.
- 5. Everyone's opinion is important.
- 6. Don't interrupt or debate others.
- 7. Be on time (morning, breaks, lunch).
- 8. Table topics.
- 9. Critique sheets, fill them out right after each class.
- 10. Speak for yourself, not others.
- 11. Don't use exclusionary language.
- 12. Participate in the exercises.
- 13. No unit work during the course.
- 14. If you get tired stand up, and move to the rear of the classroom.
- 15. May not miss more than four hours of instruction.
- 16. Instructors are in charge.

STUDENT HANDOUT #1-3 STUDENT CRITIQUE SHEET

- 1. The purpose of this survey is to obtain from you information that will enable the proponent school to assess the appropriateness and effectiveness of Equal Opportunity and Prevention of Sexual Harassment training.
- 2. Instructions. Indicate your response to each question by checking the appropriate numbered box. Number 1 represents the least favorable or that you strongly disagree with statement and number 5 represents the most favorable response or you strongly agree with the statement.

SURVEY QUESTIONS	RATING				
	1	2	3	4	5
1. Instructor(s) knowledgeable of subject material.					
2. Presentations were professional and provided adequate					
instruction on EO and Sexual Harassment.					
3. Material covered will be beneficial to me in my duties as an					
EOR.					
4. Training met expectations and provided me					
information that will be beneficial.					<u> </u>
5. This training provides me the tools necessary to support and					
enforce the Army's EO Program and Policies.					<u> </u>
6. Training on the following subjects were appropriate and					
contained information that will be useful in my EOR role.					
a. EO Policy					<u> </u>
b. EOA/EOR Responsibilities					<u> </u>
c. Socialization Process					
d. Communications Process					
e. Effective and Active Listening					
f. Values and Attitudes					
g. Conflict Management					
h. Perception Process & Stereotypes					
I. Cultural Diversity and Culture Blocks					
j. Racism					
k. Sexism					
Discrimination & Power					
m. Prejudice					<u></u>

	1	2	3	4	5
n. Sexual Harassment					
o. Army EO Complaint System					
p. Extremist Organizations and Activities					
r. System/Victim Focus					
s. Religious Accommodation					
t. Small Group Facilitating					
u. Ethnic Observances					
v. Climate Assessments					
w. Effective Feedback					
x. Military Affirmative Actions					
7. Practical exercises were appropriate and enhanced the					
learning objectives.					
8. Student Handouts were appropriate and helpful.					
9. What changes would you like to see made to this course of instruction?					
10. Other comments (use reverse side if additional space is needed for your co	JIIII I	iciiu			

STUDENT HANDOUT #1-4 SUGGESTIONS FOR OVERCOMING FEAR OF SPEAKING BEFORE A GROUP

- 1. Know the material well (be an expert).
- 2. Practice your presentation (pilot-test, and possibly video-tape yourself.
- 3. Use involvement techniques (participation).
- 4. Learn participants' names and use them.
- 5. Establish your credibility early.
- 6. Use eye contact to establish rapport.
- 7. Exhibit your advance preparation (via handouts, etc.).
- 8. Anticipate potential problems (and prepare probable responses).
- 9. Check in advance the facilities and AV equipment.
- 10. Convince yourself to relax (breathe deeply; meditate; talk to yourself).
- 11. Prepare an outline and follow it.
- 12. Rest up so that you are physically and psychologically alert.
- 13. Use you own style (don't imitate someone else).
- 14. Use your own words (don't read).
- 15. Put yourself in your trainees' shoes (they're asking, "What's in it for me?").
- 16. Assume they are on your side (they aren't necessarily antagonistic or hostile).
- 17. Provide an overview of the presentation (state the end objectives).
- 18. Accept some fears as being good (energizing stress vs. destructive).
- 19. Identify your fears, categorize them as controllable or uncontrollable, and confront them.
- 20. Give special emphasis to the first five minutes (super-preparation).
- 21. Image yourself as a good speaker (self-fulfilling prophecy).
- 22. Practice responses to tough questions or situations.

STUDENT HANDOUT #1-5 ORAL PRESENTATION REQUIREMENTS

- 1. The presentation should be 15 minutes in length. However, it must be no shorter than 13 minutes and no longer than 17 minutes. Failure to meet the time criteria will result in a "No Go" for the entire presentation.
- 2. You must have an outline of your presentation and give to the grader prior to your presentation. The outline must have, at a minimum, two main points and should have sub-points. The outline is not considered a training aid.
- 3. You must use at least two different types of training aids and refer to them during your presentation. The training aids need to be neat and legible and relate to your presentation topic. A training aid, such as a piece of "butcher paper" or transparency with only the title of your presentation on it, is not considered a training aid.
- 4. You must score 70 points to get a "Go."
- 5. There is no question and answer period. If you use a video it will not count towards your time. However, it will be considered a training aid.
- 6. You must personally prepare your presentation. You may not use another student's, or a former student's work.
- 7. You will be graded IAW Handout # 1-7, Information Briefing Evaluation Checklist.

STUDENT HANDOUT #1-6 SAMPLE ORAL PRESENTATION OUTLINE

SUBJECT: Equal Opportunity in the Army INSTRUCTOR: SSG Doe

- 1. Army Equal Opportunity Program.
 - A. Definition of Equal Opportunity in the Army.
 - B. Responsibilities of the Army's Equal Opportunity Program.
- 2. Army's Equal Opportunity Complaint Process.
 - A. Formal.
 - B. Informal.
 - C. Alternative Agencies.

STUDENT HANDOUT #1-7 INFORMATION BRIEFING EVALUATION CHECKLIST Score_ _Go____(70+) No Go____(69-) Student Date INTRODUCTION SCORE 1. ATTENTION STEP Did not follow protocol. Failed to Followed protocol for greeting. introduce self and topic. Introduced self and topic. Presented an Followed protocol for greeting. Introduced self and topic. Attention step was missing or attention step. Gave credential. Attention step was not relevant was relevant and innovative. POINTS: 2 3.5 2. PURPOSE Purpose and relevance not stated Clearly stated purpose but or not clear not relevance Clearly stated purpose and explained relevance and benefits to the audience. POINTS: 2 3.5 3. OVERVIEW Did not state controlling idea and major Presented controlling idea and major parts. Did not indicate depth of coverage. parts. Explained procedure for the Did not explain procedure for the briefing. Presented controlling idea clearly and briefing. logically. Presented rationale for each major part. Provided full depth of coverage. Clearly explained procedure for the briefing. POINTS: 2 3.5 4. FOCUS No single controlling idea. Major parts Presented a single, controlling idea. were not clearly identified. Scope was too Identified major parts. Scope was Presented a clear, simple statement of sufficient. Provided information relevant narrow or too broad. controlling idea and major parts. Scope to purpose. was appropriate. Provided information that was relevant and enhanced purpose. Anticipated relevant questions. POINTS: 2 3.5 5. RELEVANCE) X 2 (Information did not relate to purpose or Information supported purpose. Purpose purpose was not relevant to audience was relevant to audience Briefing provided new insight on information valuable to the audience. POINTS: 2 3.5 1 6. ANALYSIS) X2 (Did not provide sufficient data to support Provided evidence in sufficient detail to ideas. Did not develop major parts to Developed major parts to level indicated in support ideas. Data was relevant, but level indicated in the overview. little variety. the overview. Used a wide variety of supporting data that was relevant to the audience and was sufficiently detailed to fully develop major parts. POINTS: 3.5 7. SEQUENCING/PATTERN No apparent order or did not follow order Clearly identified major parts. Used given in the overview. No clear pattern of appropriate pattern of organization and organization appropriate number of major parts. Followed order given in overview. Pattern of organization contributed to analysis, development, and understanding of topic. POINTS: 2 3.5 8. TRANSITIONS SG-9

	PRESENTATION SKILLS		
9. EYE CONTACT		SCORE	
Did not establish eye contact or had minimal eye contact. Read material mos of the time. Rarely looked up	Maintained eye contact most of the time. Looked at the audience, but tended to lose eye contact.	Constantly maintained eye contact with the audience	
POINTS: 0 1 2	3.5	4 5	
10. MOVEMENT/GESTURES/ FACIAL EXPRESSIONS		(
No movement or excessive movement. N gestures. No change n facial expression	· ·	Integrated movements, gestures, and facial expressions with the briefing. Movement improved the presentation by emphasizing points, establishing better contact, or allowing better use of visual aids.	
POINTS: 0 1 2	3.5	4 5	
11. VOICE		(
Monotone. Rate was too fast or slow. volume was too soft or loud. Voice was difficult or impossible to understand.	Appropriate variations in rate, pitch, volume, or tone. Voice was clear and understandable.	Used vocal changes to emphasize key points and reinforce meaning,	
POINTS: 0 1 2	3.5	4 5	
12. WORD USE		(
Word choice was too elementary or advanced. Had obvious difficulty pronouncing words. Used poor gramma Used exclusionary language, jargon, or acronyms. Paused often to find words of used "fillers," such as, "ah," "ok," "so, or "uh" excessively.	exclusionary language. Minimal use of "fillers."	Introduced and explained new terms relevant to content. Completely explained or did not use acronyms. Used inclusionary language. No noticeable "fillers."	
POINTS: 0 1 2	3.5	4 5	
13. VISUAL AIDS Visual aids were missing or were sloppy No reference made to aids (passive use). Information was not accurate. Use of aids was awkward. "Talked" to visual aids.	Visual Aid #1 Visual Aid #2 Visual aids were clear and accurate. No difficulty using aids.	Visual aids improved the briefing. Used aids to clarify points which were hard to explain or to emphasize controlling key ideas (active use).	
DOINTS. 0 1 2	2.5	,	
POINTS: 0 1 2	3.5	4 5	
14. SUMMARY	CONCLUSION		
)	
No summary or incomplete summary. Introduced new material in the summary.	ummary or incomplete summary. Returned to controlling idea. Reviewed		
POINTS: 0 1 2	3.5	4 5	
15. CLOSURE		(
Awkward or abrupt closure statement.	Simple closure statement. Left audience with a sense of completion.) Closure statement stressed relevance to the	
POINTS: 0 1 2	3.5	audience and was innovative.	
16. TIME		5 (
		,	

TASK: Icebreaker

STANDARD: 1. Introduce students to other group members.

2. Familiarize students of other group members values and interests.

- 1. Exercise should be completed as individuals and without sharing or discussing information with anyone else until asked to do so.
- 2. Instructions for completing the badge.
- a. Part 1, Characteristics. The first section of the badge will contain a picture and five words that best describes themselves from their own perspective around the picture. Students may draw a picture or use an actual photograph. Students are to use their own descriptive words. Some examples may be "parent," "father," "mother," "soldier," "American," etc.
- b. Part 2, Values. The second section of the badge contains four values each student feels is most important to them. The values will be listed in each area of a section drawn with one horizontal line and one vertical line crossing in the center, making four equal squares.
 - (1) Students are to describe pictorially their four highest values.
- (2) Values will be prioritized with their highest value in the upper left square. The second highest value in the upper right square, the third highest in the lower left square, and the fourth highest in the lower right square.
- c. Part 3, Membership Groups. This area is where the student identifies his or her membership groups. Students are to put their name at the top of the section, and below their name write their race, ethnicity, gender, religion and geographic location (where you were raised, e.g., city, state).
- d. Part 4, Reference Groups. Part 4 is the portion of the badge where the student identifies different groups they belong to or are associated with, e.g., Fraternities, Sororities, AG Corps, Army.

STUDENT HANDOUT #2-1 SAMPLE EOR BADGE

PART 1 Characteristic	S Word 2	Word I		our own ptive word)
	Word 4	Wor	d 5	
	Use ye	our own symbol		
PART 2 Values				
Mos Import Valu	ant M	Second lost Important Value		
Thir Most Im Valu	portant N	Fourth Most Important Value		
PART 3 Membership (Groups			
R E G R GEOGRAPHIC I				
PART 4 Reference Gro	oups			
G G G	DOLID C.			

TASK: The Army's EO Program and Policies

STANDARD: 1. Describe the Army's Policy Statement.

- 2. Define the Army's EO Policy.
- 3. Describe the EO Concept, Principles, and Program Components.
- 1. Army EO Policy: Provide equal opportunity and treatment for soldiers, civilian employees, and their families without regard to race, color, religion, gender, or national origin and to provide an environment free of sexual harassment. Applies to:
 - a. Applies both on and off post.
 - b. Extends to soldiers, civilian employees, and family members.
 - c. Applies to working, living, and recreational environments."
- 2. Commanders at all levels are the EO officers for their commands. All commanders required to:

	a. [Develop and		EO programs	for their c	organization	S.
pro			unlawful discrimi d feedback throuç				actions, and
	C		EO and interpers	onal harmony			
	d		EO training on a	continuing ba	sis.		
	e		and assess the	execution of E	O progran	ns and polic	ies.
	f. E	nsure involv	ement of		personne	l.	
cor	_	nt procedure	_ and post writter es.	n command po	licy staten	nents EO, F	OSH, and
	h. E	Ensure comp	any and battalion	level units' EC	DLs are _		and trained.
			climate assessme assuming comm		•		

3. The Army's EO Program Concept is based on fairness, justice, and equity.

4.	ΕO	Program Principles.
	a.	Commanders and leaders are responsible for unit EO.
	b.	Promote, do not merely avoid disorder.
	C.	Support individual and cultural diversity.
	d.	will not be compromised.
	e.	Fair and equal treatment for all soldiers and employees is emphasized.
5.	EO	Program Components.
	a.	Leader Commitment.
	b.	Sequential and Training.
	C.	An Effective and Responsive Process.
	d.	Affirmative Action Plan.
	e.	Mechanisms.
	f.	Equal Opportunity Advisors.
6.	Rel	ated EO Program Elements.
	a.	Military Discipline and Conduct.
	b.	Appropriate Behavior.
	C.	Extremist Groups.
	d.	Army Language Policy.
	e.	Accommodating Religious Practices.
7.	Acc	commodating Religious Practices.

STUDENT HANDOUT #3-1 ARMY'S EQUAL OPPORTUNITY POLICY

- 1. Concept. The Equal Opportunity (EO) Program formulates, directs, and sustains a comprehensive effort to maximize human potential and to ensure fair treatment for all based solely on merit, fitness, and capability, which supports readiness. This philosophy is based on fairness, justice, and equity. EO is a responsibility of leadership and a function of command. Specifically, the goals of this program are to:
- a. Provide EO for military personnel, civilians, and family members both on and off post and within the limits of the laws of localities, states, and host nations; and,
- b. Create and sustain effective units by eliminating discriminatory behaviors or practices that undermine teamwork, mutual respect, loyalty, and shared sacrifice of the men and women of America's Army.
- 2. The Army's Equal Opportunity policy:
- a. The U.S. Army will provide equal opportunity and treatment for military personnel, civilians, and families without regard to race, color, religion, gender, or national origin and provide an environment free of sexual harassment. This policy:
 - (1) Applies both on and off post, during duty and non-duty hours.
- (2) Applies to working, living, and recreational environments (including both on-and off-post housing).
- b. Soldiers are not accessed, classified, trained, assigned, promoted, or otherwise managed on the basis of race, color, religion, gender, or national origin. The assignment and utilization of female soldiers is the only exception to our non-biased personnel management process.
- c. The Department of the Army holds senior officials accountable for the equal opportunity climates of their commands.
- d. Rating and reviewing officials shall evaluate each member's commitment to elimination of unlawful discrimination and/or sexual harassment and document significant deviations from that commitment in evaluation reports. This includes administering appropriate administrative, disciplinary, or legal action(s) to correct inappropriate behavior.

LESSON NUMBER: 4

	le of the Equal Opportunity Advisor (EOA) and Equal Opportunity ader (EOL)
STANDAR	 Define the Role of the Equal Opportunity Advisor. Describe Trainer/Educator Role. Define Assessor Role. Define Change Agent Role.
1. The role	of the Equal Opportunity Advisor (EOA) is:
a	b. Trainer/educator.
c. Asse	essor. dagent.
2. Duties o	f an EOA: (See Student Handout)
3. Duties o	f an EOR:
a. Assi	isting in the recognition of from a healthy unit EO climate.
b. Assi	isting in the conduct of unit
c. Prep	paring and assisting the commander in the conduct of EO
d. Esta	ablishing/maintaining with other EOLs and EOA.
e. Assi commemor	isting in preparing and conducting ethnic observances and special rations.
f	complainant to appropriate agency for assistance.
g. Serv	ving as a person for EO matters in the unit.
4. Unit lead	dership responsibilities.
a. Trar	nsmit/instill the value and importance of professional Army
b. Plar	n, supervise, and manage day-to-day activities necessary for unit operations.
c. Traii	n soldiers on and regulations.
d. Assi	ist in resolving EO issues and complaints of sexual harassment.

e soldiers the history of the Army, military customs, courtesies, and traditions.
f. Teach soldiers about the mission of the unit and develop individual and team training programs to support the mission.
g and monitor professional development programs.
h. Monitor and evaluate soldiers' performance, unit morale, and discipline.
i. Assist the chain of command in identifying/resolving EO issues within the unit.
j. Provide individual, on-the-spot correction, and team training.
5. EO Model.

STUDENT HANDOUT #4-1 EOA / EOR DUTIES AND RESPONSIBILITIES

- 1. EOA Duties and Responsibilities
- a. Understand and articulate Department of Defense (DOD) and Army Policies concerning equal opportunity.
- b. Recognize and assess indicators of institutional and individual discrimination in organizations.
 - c. Recognize overt and subtle forms of sexual harassment.
- d. Recommend appropriate remedies to eliminate and prevent discrimination and sexual harassment.
- e. Collect, organize, and interpret demographic data concerning all aspects of EO climate assessment.
- f. Assist commanders in developing and monitoring the process of affirmative action plans.
- g. Train unit EO representatives and institutional training course or service school instructors to help commanders and commandants meet their EO responsibilities.
 - h. Assist in evaluating the effectiveness of unit EO training.
- i. Organize, conduct, or assist with training sessions pertaining to EO, discrimination, and the prevention of sexual harassment.
- j. Plan and conduct executive seminars on affirmative actions, EO, discrimination, and the prevention of sexual harassment.
- k. Receive and help process individual complaints of discrimination and sexual harassment. EOAs conduct inquiries in accordance with the commander's guidance.
- I. Provide advisory assistance to commanders and investigating officers in the investigation and resolution of discrimination and sexual harassment complaints.
- m. Review and comment on the disposition of investigation reports of EO complaints for compliance with DOD and DA Policy and objectives.

- n. Conduct follow-up assessments on the effectiveness of actions and remedies taken to resolve EO complaints and to detect and deter the incident of reprisal. Provide written feedback from this assessment to the commander.
- o. Assist in the planning and conduct of ethnic observances as outlined in AR 600-20, Chapter 6, Table 6-1.
- p. Maintain, where appropriate, informal liaison with community organizations fostering civil rights.
 - q. Assist commanders in developing EO policy for their unit.
 - r. Conduct periodic command assessments as outlined in DA Pam 600-26.
 - s. Prepare input for the Annual EO Narrative and Statistical Report.

2. EOL Duties and Responsibilities

- a. Assisting commanders in the recognition of detractors from a healthy unit EO climate.
 - b. Assisting commanders in the conduct of unit climate assessments.
 - c. Preparing and assisting the commander in the conduct of EO training.
- d. Establishing and maintaining liaison with other Eons and with the EOA at higher headquarters.
- e. Assisting commanders and assigned project officers in preparing and conducting ethnic observances and special commemorations.
- f. Referring complainant to appropriate agency for assistance. EOLs <u>may not</u> conduct investigations and will not advise AR 15-6 officers in their conduct of <u>equal opportunity complaint investigations</u>.
 - g. Serving as a resource person for EO matters in the unit.

3. Chain Of Command EO Duties And Responsibilities

- a. Transmit and instill the value and importance of professional Army ethics.
- b. Plan, supervise, and manage day-to-day activities necessary for unit operations.

- c. Train soldiers on EO policies and regulations, to include behaviors that communicates dignity and respect and the unit's EO complaint procedure.
- d. Assist soldiers and their family members in resolving EO issues and complaints of sexual harassment.
- e. Teach soldiers the history of the Army, a national leader in EO, to include military customs, courtesies, and traditions.
- f. Teach soldiers about the mission of the unit and develop individual and team training programs to support the mission.
- g. Administer and monitor NCO professional development programs, ensuring EO is an integral part of the NCO duty and responsibility.
- h. Monitor and evaluate soldiers' performance, unit morale, and discipline. Report EO deficiencies and problems to the chain of command.
- i. Assist the chain of command in identifying and resolving EO issues within the unit.
- j. Provide individual counseling, on-the-spot correction, and team training to correct inappropriate behaviors or violations to EO policies.

STUDENT HANDOUT #4-2 COMMANDER'S EQUAL OPPORTUNITY CHECKLIST FOR MAINTAINING A POSITIVE AND HEALTHY CLIMATE

	YES	NO
1. Leader involvement.		
 a. Do soldiers and leaders respect all religions, cultures, and gender differences? 		
b. Are soldiers treated in a fair and equitable manner?		
c. Is a unit policy letter on equal opportunity published, posted, and up-to-date?		
d. Is a unit policy letter on sexual harassment published, posted, and up-to-date?		
e. Do EOA and EOR(s) have direct access to the commander?		
f. Do all soldiers possess either a Soldier's or Leader's Handbook on the Prevention of Sexual Harassment?		
g. Are newly assigned personnel (during inprocessing) provided a copy of the unit's policy letters on equal opportunity and prevention of sexual harassment?		
h. Does the commander include equal opportunity and prevention of sexual harassment during the newcomers orientation?		
 i. Are unit leaders using consistent and appropriate standards for their soldiers? 		
j. Are leaders and soldiers held accountable for their actions?		
k. Is the installation EO hotline posted?		
2. Training.		
a. Is EO training conducted at least twice each fiscal year?		
b. Is POSH training conducted at least twice each fiscal year?		
c. Is extremism training conducted at least once a year?		
d. Do you and subordinate leaders attend EO, POSH, and extremism training?		
3. Assessments.		
a. Was a Command Climate Survey conducted within 90 days of assuming command and annually thereafter?		
b. Are other methods used to assess the climate of the unit?		
c. Is feedback being provided to the soldiers?		

4. Staffing.	
a. Have EOLs been appointed and trained?	
b. Are EOLs appointed based on unit demographics?	
5. Complaint Processing.	
a. Is a unit policy letter on complaint procedures published, posted, and up-to-date?	
b. Are complaints processed within established timeframes?	
c. Do officers conducting AR 15-6 investigations on EO complaints meet with the EOA prior to conducting the investigation?	
d. Are officers conducting AR 15-6 investigations on EO complaints obtaining recommendations from the EOA prior to submitting report?	
e. Are steps in place to prevent reprisals, intimidation, or harassment for soldiers who submit complaints?	
f. Are appeals processed within established timeframes?	
6. Affirmative Actions.	
Are AAPs reviewed periodically to determine if changes need to be made to the plan?	
7. Ethnic and Special Observances.	
 a. Is a unit policy letter on ethnic and special observances published, posted, and up-to-date? 	
b. Do you encourage participation at ethnic or special observances?	
c. Is the unit EOR involved in conducting ethnic and special observances?	
d. Is funding programmed for conducting ethnic and special observances?	

TASK: Socialization Process

STANDARD:

- 1. Identify the socialization process.
- 2. Identify the sources that impact on socialization.
- 3. Distinguish between reinforcement and variation influences on socialization.
 - 4. Identify how the socialization process impacts on behavior.
 - 5. Discuss self-concept.
- 1. The socialization process is an all encompassing educational process from which values, goals, beliefs, attitudes, and sex-roles are acquired.

a		b	•
c. Family (mo	st important)	d. Media.	
۵		f Paars/Frid	ande

3. Dr. Morris Massey value programming.

2. Sources that influence socialization.

- a. What we are now, directly relates to when, and where, we were valued programmed.
 - b. We are programmed with gut values by age 10.
 - c. Values will not change unless a significant emotional event (SEE) occurs.
- 4. The definition of _____ (according to Dr. Morris Rossenburg) is "The totality of the individual's thoughts and feelings having reference to himself or herself as an
- 5. Sources of the self-concept.

Heritage	Needs	fulfillment
	Physical	Emotional
Sexuality	Food	Love
Race	Water	Power
Nationality	Shelter	Acceptance
Family Status		Life Style
Religion		-

6. Morris Rossenburg presents the self-concept as an ongoing process of social interaction that systematizes reality from a specific point of view. He established three self-identities:			
	a.	How we picture ourselves.	
	b.	How we wish ourselves to be.	
	C.	The presenting self. How you want others to see you.	
7.	Ego	defense mechanisms.	
	a.	b	
	c.	d. Perceptual (reinterpretation).	
8.	The	emotional-cognitive process.	
	a.	Attempts to make the look good.	
	b.	Helps retain sense of	
	c.	Protects and defends	
	d.	Establishes and uniqueness.	
	e.	Becomes part of the self-concept.	
	f.	and makes decisions.	
	g.	Evaluates and establishes goals.	
9.	Effe	ects of the self-concept.	

Positive Effects	Negative Effects
Love of self and others	Hate self and others
Develop one's intelligence	Blind to one's potential
Decisive, assertive	Indecisive/defensive/aggressive
Enjoy one's physical abilities	Deny or exaggerate physical abilities
Creative	Destructive
Tolerant	Bigoted/prejudiced
Open	Closed
Trustina	Hidden agenda(s)

10.	. A positive self-concept enhances a	ınd
11.	Strategies for changing the self-concept:	
	a	
	b	
	c. Require to change.	
	d. Absence of	
12.	. Barriers to changing one's self-concept.	
	a pattern of behavior.	
	b barriers.	
	c. Environmental pattern.	

TASK: Communications Process

STANDARD: 1. Definition of Effective Communication.

- 2. Elements of the Communication Process.
- 3. Modes of Communication.
- 4. Communication Barriers.
- 5. Cross-Cultural Misunderstandings.
- 6. Barriers to Cross-Cultural Communications
- 7. Accents.
- 1. Effective communications is defined as the successful exchange of information between individuals.
- 2. Guidelines. An effective communicator is successful in establishing an active two-way link with another individual or group.

a Be ready to listeri.
b partner. Verify what is said.
c. Be Tell how their behavior will affect you or the organization.
d. Use message. Means of getting them to change their behavior.
e. Be Tell the person exactly what you see, and hear.
f. Active Hearing the words and understanding a person's feelings.
g. Stay focused. Focus intensely upon his/her behavior and communication.
3. Interpersonal communication factors:
a is the most important factor. It reflects how we see ourselves.
b. Poor self-concept. Poor self-concept equals poor communication.
c. Coping with feelings. Rising anxiety can block accurate hearing.
d. Admit your Let the other person know what behavior is troublesome to you.
•

e. Self-disclosure. A technique used to discover who we really are.

4. Congruent Behavior. Is the state of being consistent in character. It means that the behavior matches the word (talking the talk, walking the walk). Stated plainly, doing what you say do.
5. Incongruent Behavior. Behavior opposite of the word congruent behavior. In other words, (talking the talk and not walking the walk).
6. The elements of communications process are:
a Individual with an idea.
b This source decides upon the symbol.
c A signal.
d Translation of the message into information that is meaningful.
e Receiver.
f Verbal/nonverbal information as to how their behavior is affecting or influencing you.
8. Styles of communication.
a. Style I,
b. Style II. Is,,
c. Style III. Is,,,
d. Style IV. Is,,,,,,
9. Communication Barriers.
a. Language.
b communications styles.
C
d
e. Noise.

10. Cross-Cultural Misunderstandings. Most misunderstandings among soldiers result from cross-cultural experiences do not necessarily occur from only one episode of misunderstanding. It is usually a commutative process. One misunderstanding leads to another misunderstanding which can lead to an unsuccessful encounter. The following are common reasons for cross-cultural misunderstandings:			
that	a. Social Within our English language there are hidden codes and cues nat control our conversations during business, social gatherings or in meetings.		
	b. Flow of		
	c. Culture also affects he	ow and when	_ is discussed.
	d		
	e		
11.	Cross-Cultural Misunder	standings.	
	a. Social courtesies.	b. Flow	of Information.
	c. Assertiveness.	d. Hone	esty.
12.	Barriers to Cross-Cultura	al Misunderstandings.	
	a. Songs, symbols, and	gestures.	
	b		
	c. Jive and jargon.		
	d. Lack of Trust.		
13.	Signs and Gestures.		
	Malcolm X Handshakes Clenched Fist	Confederate Flag Peace Sign	Political Caricatures National Flag

TASK: Effective	and Active Listening
2 3 4	 Describe effective and active listening. Identify deterrents to effective listening. Identify the elements of effective and active listening. Identify methods of enhancing listening. Identify the methods used to test understanding of a message.
speaker and the <u>r</u> takes active respo	Active Listening. Effective listening is the listening to the words of the neaning of the words. Active listening is a process in which the listener onsibility to understand the content and feeling of what is being said and the speaker to see if he/she heard what the speaker intended to
2. The concept fo	or effective and active listening is comprised of 4 elements:
a	The subject the speaker is addressing.
b	The emotions the speaker has when discussing the subject.
C	The manner the speaker delivers the subject matter.
	The ability of the individual listening to ask questions and to seek the subject matter.
3. Active listener	basic skills.
a. Check	and
b. Keep the c	channel open and short circuits.
c. Listening c	demands on the part of the listener.
d. Keep the _	open.
4. Methods to tes	t understanding.

a. Parroting. b. paraphrasing. c. _____.

TASK: Effective Feedback

STANDARD: 1. Define feedback.

2. Reasons for giving and receiving feedback.

- 2. Explain the Johari Window Model.
- 3. Describe the reasons for giving feedback.
- 4. Describe guidelines for giving feedback.
- 5. Describe the guidelines for receiving feedback.
- 1. Effective Feedback: Effective Feedback is defined as a verbal or nonverbal communication to a person or group providing information as to how their behavior is affecting or influencing you (giving feedback). It may also be a reaction by others as to how your behavior is affecting or influencing them (receiving feedback).

a. Achieve growth.
b. Provider finds out about
c. Receiver gains
d. Create an environment for effective operational and interpersonal communications.
3. Effective feedback must contain certain characteristics:
a. It is rather than general.
b. In concerns is said or done or how a behavior is performed, not why.
c. It is focused on rather than on the person.
d. It takes into account the of the receiver of feedback.
e. It is directed toward behavior which the receiver can do something about.
f. It is rather than imposed. (Ask for the feedback).
g. It involves the of information rather than giving advice.
h. It is well timed.

i. It involves the amount of information the receiver can use.
j. It is to ensure clear communication.
4. Reasons for giving feedback.
a. Is the feedback being given rather than general?
b. Is the feedback being given focused on rather than on the person?
c. Does the feedback take into account the of the receiver to the feedback?
d. Is the feedback directed toward which the receiver can do something about?
e. Is the feedback rather than imposed?
f. Is the feedback sharing of information rather than giving?
g. Is the feedback well-timed?
h. Does the feedback involve the amount of information the receiver can use rather than the amount we would like to give?
i. Does the feedback concern what is said or done or how a behavior is performed, not why?
j. Is the feedback checked to ensure clear communication?
k. Is the feedback evaluative rather than?
5. Rules which help your feedback be more effective and useful (though they are much simpler to state than to practice):
a. Give feedback when the other person has indicated willingness to receive it from you.
b. Give feedback in terms that describe the other's behavior with the least amount of interpretation you can manage, and describe as accurately as you can the effects of the behavior.
c. Be timely in giving feedback.

ô.	Key element to receiving.
	a. Be
	b. Ask for more
	c. Sometimes you may need to say you do not want feedback.
7.	What to do with feedback.
	a
	b
	C

LESSON NUMBER: 9 TASK: Values, Attitudes, and Behaviors STANDARD: 1. Define Values, Attitudes, Behaviors and Beliefs. 2. Explain the importance of beliefs, values and norms. 3. Explain the value system and the significance of the socialization process. 4. Explain cognitive dissonance and ways to reduce it. 1. Values. Values are attitudes about the worth or importance of people, concepts, or things. Values influence your behavior because you use them to decide between alternatives. Values, attitudes, behaviors and beliefs are cornerstones of who we are and how we do things. They form the basis of how we see ourselves as individuals, how we see others, and how we interpret the world in general. 2. The seven Army values that that all soldiers and leaders are expected to know, understand, and follow are: a. _____ b. _____ e. _____ 3. Categories of values. Personal

Social

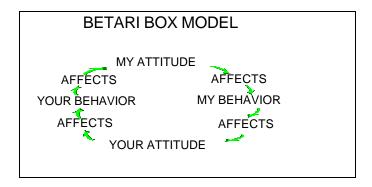
Political

Economic

Religious

Socialization

- 4. Webster's Dictionary defines attitude as a state of mind or feeling with regard to some matter; a disposition.
- 5. The characteristics of attitudes:
 - a. Difficult to measure.
 - b. May create inflexibility and stereotypes.
 - c. Often indicated by behavior.
 - d. Formed largely from the continuous process of socialization.
 - e. Positive or negative implications.
 - f. Usually are not easily changed.
- 6. Behavior is the result of a person's reaction to a situation, group or person. Group behavior is an extension of individual behavior.
- 7. Betari Box Model.



- a. My attitude affects my behavior.
- b. My behavior affects your attitude.
- c. Your attitude affects your behavior.
- d. Your behavior affects my attitude.

- 8. Cognitive Dissonance. A state of internal tension which results from an inconsistency between any knowledge, belief, opinion, attitude, or feeling about the environment, oneself or one's behavior. It is psychologically uncomfortable.
- a. Cognitive being reduced to factual knowledge; act or process of knowing including both awareness and judgment.
- b. Dissonance lack of agreement, inconsistency between one's actions and one's beliefs.
- 9. Methods to reduce cognitive dissonance.
 - a. Avoidance
- b. Denial
- c. Change
- 10. Beliefs are assumptions or convictions you hold as true about something, concept, or person.
- 11. Norms are the rules or laws normally based on agreed upon beliefs and values that members of a group follow to live in harmony. Norms can fall into one or two categories:
- a. Formal
- b. Informal

TASK: Conflict Management

STANDARD: 1. Define conflict.

- 2. Explain the negative connotations associated with conflict situation.
- 3. Define the levels of conflict.
- 4. Describe the sources of conflict.
- 5. Explain the positive and negative factors of conflict.
- 6. Describe the methods for managing conflict.
- 1. The Nature of Conflict. The term conflict was originally defined as "striking at another," "to fight with an enemy or do battle with opposing forces." Later meanings included "being antagonistic," or "a clash between contradictory impulses within an individual." Conflict is inevitable because people will always have different viewpoints, ideas, and opinions. The question is how will you deal with or relate to these differences.
- 2. Negative Connotations (associated with conflict situations).
 - a. Getting angry and arguing is only a waste of time.
 - b. If I tell them how I really feel, they won't understand or they will get angry.
 - c. I'm afraid how they will react or treat me later.
 - d. Anyone who is confrontational is unprofessional.
 - e. If I make a point about this now, they will only counter with something else later.
- Levels of Conflict.
 - a. Intrapersonal conflict.
 - b. Interpersonal conflict.
 - c. Intragroup conflict. Conflict between groups in the same organization or command.
- Sources of Conflict:

a.	Different_	and
b.	Role	or clarification.
C.		differences.

d. Diverse or objectives.
e. Group status or identity.
f. Race, ethnicity, or differences.
gclash or conflict.
h for limited resources.
i. Disagreement on how things should be done.
j. Personal, self, or group interest.
k. Tension and stress
I and influence.
5. Characteristics of Negative Forces:
a. Diverts from more important issues or activities.
b. Destroys individual or self-concept.
c. Individuals are and forced to stick together.
d. Deepens or widens existing differences in values.
e. Produces and regrettable behaviors i.e., name calling, back-stabbing, or fighting.
6. Characteristics of Positive Forces:
a. It can stimulate as well as curiosity.
b. It can provide the means for problems to be heard.
c individual pride and group cohesiveness.
d personal and social change.
e. Provides opportunity to work towards a goal.7. Methods for managing conflict:

a. Denial or
b
c. Power or
d Party Intervention.
(1) The party is trusted or respected by participants.
(2) All parties involved will accept the decision of the third party.
(3) The party has the power or authority to rule over the decision.
(4) The party is an expert, has knowledge or is competent to give a decision about the issue(s) in dispute.
(5) All parties believe a just and fair decision will be rendered.
e. Compromise or Negotiation.
f. Integration or

TASK: The Perceptions Process
STANDARD: 1. Define the perception process. 2. Describe perceptual shortcuts. 3. Describe factors affecting the perception process. 4. Describe stereotypes. 5. Define self-fulfilling prophecy. 6. Describe strategies to correct inaccurate perceptions.
1. The perception process is the procedure by which we try to gather and interpret information about the environment that surrounds us.
2. The perception process.
a. Feedback about ourselves and others.
b. Not always based on true picture of reality.
c. We behave as though our perceptions are real.
3. Attributes to perception:
a, the information that we experienced (the picture).
b. The, which is unseen but affected by such things as individual perceptions e.g., race, color, religion, gender, or other past cultural experience
c. The; our perception, sensing or interpretation of our experience. When raw data is incomplete or insufficient, the brain automatically fills in the missing pieces and locks-in on past experiences (the perception).
4 The mind's ability to take in new information, combine it with old information, and formulate new ideas through quick deduction. Examples are:
a
b
C
d the victim.

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4. Stereotypes. An exaggerated belief associated with a category. Characteriscan be identified with stereotypes:	stics that
a. Fixed, rigid ideas.	
b	
c. Not supported by evidence.	
d	
e	
5. Stereotypes sources:	
a	
b	
C	
d. Educators and public officials.	
6. Strategies to correct inaccurate perceptions and they are:	
a of differences.	
blistening.	
c. Provide	
d. Take ownership for and behaviors.	
efeedback.	
f. Use inclusionary	
g stereotypes.	

TASK: Concepts of Culture STANDARD: 1. Define culture, subculture, and enculturation. 2. Discuss attributes and non-attributes of culture. 3. Discuss the concept of race and ethnic group. 4. Discuss the implications of cross-cultural interactions. 5. Discuss the pitfalls in cross-cultural interactions. 1. Culture is defined as the _____ and shared behaviors and perceptions of a group, which have been transmitted from generation to generation, through a shared symbol system. 2. A subculture is a group of people within a larger social structure who share and characteristics, which are different enough to distinguish it from others within the same society. 3. Enculturation is the passing of culture - that is socially acceptable behaviors and attitudes - from the older to the younger members of a group. 4. Five attributes of culture: a. The process and method by which individuals transmit their values, beliefs, and perceptions. b. _____. Those behaviors, people, things, and ideas that are considered central to a given culture. c. ______. Judgments or expectations that a person might have about certain things. d. . The ways we reach conclusions, make deductions, and solve problems. e. _____. Patterns of behaving which represent the norms for a culture. Nonattributes of culture: 6. Implications of cross-cultural interactions:

LESSON NUMBER: 12

	b.	.
	C.	·
	d.	·
	e.	·
	f.	·
	g.	·
7.	Eler	nents that cause misunderstanding between individuals of different cultures:
	a.	·
	b.	·
	C.	·

STUDENT HANDOUT #12-1 A SUMMARY OF THE WORLD

If we could, at this time, shrink the Earth's population to a village of precisely 100 people, with all existing human ratios remaining the same, it would look like this:

- There would be 57 Asians, 21 Europeans, 14 from the Western Hemisphere, and 8 Africans (North and South)
- 70 would be non-white; 30 white
- 70 would be non-Christian; 30 Christian
- 50% of the entire world's wealth would be in the hands of only 6 people. All six would be citizens of the United States.
- 70 would be unable to read
- 50 would suffer from malnutrition
- 80 would live in sub-standard housing
- Only 1 would have a college education

When one considers our world from such an incredibly compressed perspective, the need for both appreciation and understanding becomes glaringly apparent.

LESSON NUMBER: 13

TASK: Native-American Experience

STANDARD: 1. Define Native-American as defined by DOD Dir 1350.2.

- 2. Describe the origins of Native-Americans.
- 3. Explain the beliefs and values of Native-Americans.
- 4. Describe the population trends of Native-Americans.
- 5. Explain concepts of treaties.
- 6. Describe the legal status of Native-Americans.
- 7. Describe historical events which impacted the Native- Americans and their population.
- 8. Describe the cultural values, attitudes and behaviors, and social problems.
- 9. Describe Native-Americans contributions.
- 1. Definition. As described in DOD Directive 1350.2 a Native-American or Alaskan Native is a person having origins in the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- 2. There is no one contemporary majority definition that establishes a person's identity as a Native-American. The Bureau of Census states that "anybody who claims to be a Native-American" is a Native-American. The Bureau of Indian Affairs (BIA), which is the organization responsible for monitoring Indian affairs and issues, general definition to be a Native-American, you must:

	a. Be Native-American blood at a minimum.
	b. Live on or near trust lands/reservations.
	c. Be on a tribal roll recognized by the federal government.
	d. Trace ancestry back generations.
	e. Be approved by BIA officials.
	There are federally recognized tribes which fit no single description and different Indian languages.
4.	Origins of Native-Americans.
	a. Main theory:
	b. Other theories:

5. The	5. The origins of the Native-Americans are geographically disburse.		
a.	Northeastern:	b.	Southeastern:
C.	Plains:		d. Southwest. Great Basin, Plateau:
e.	California Coast:		f. Northwest Coast:
g.	Subarctic:		
Americ	cans in America. Native-American 50, the population decreased to an	sch	ere was between one and ten million Native- nolars claim there were more than ten million. imated 250,000. The three primary causes of
a.	·		b
C.	·		d
county	• •	•	esently two million Native-Americans in this proximately 4.3 million comprising still under
8. Bel	iefs and values.		
9. Rel	ligion.		
10. Ro	ole of the family.		
11. Cı	ulture Values, Attitudes and Behavi	ors.	
a.	Cooperation vs		
b.	Reticence vs		·
C.	Group Oriented vs		
d.	Role Playing and		·
e.	Giving/Sharing	Va	lued.
f.	Time/Emphasis on		

- g. Values. Native-Americans teach that it's important the children learn, but it's not something you get upset or angry with them about. They talk to the children and suggest that they learn and the reasons why it's important, but they don't pressure them about it.
- 12. Treaties. 400 treaties were signed between the government and the Native-Americans.
- 13. Legislation. There have been many pieces of legislation passed in reference to the Native-Americans.
 - a. 1830 the Indian Removal Act.
- b. 1887, the Dawes Allotment Act.
- c. Indian Citizenship Act, 1924.
- d. Indian Reorganization Act, 1934.
- e. Johnson-O'Malley Act, 1934.
- f. Relocation Act, 1952.
- g. House Concurrent Resolution 108, 1953
- h. Indian Education Act, 1972.
- Indian Self-Determination and Educational Assistance Act. 1975.
- j. Indian Child Welfare Act, 1978.
- 14. Contemporary social issues:
- 15. Legal Status of Native-Americans. The Bureau of Indian Affairs, established in 1824 and headquartered in Washington D.C., has approximately 13,000 employees, of which, 75% are Native-American.
- 16. Most of the early discoveries were made by Native-Americans.
 - a. Food. 42% of food eaten over the world is derived from Native-Americans.
 - b. Modern Warfare. Stress strategy and technique more than technology.
- c. Naming of North America. Over 2,000 English words were taken from Native-Americans languages.
 - d. Objects. Provided parkas, moccasins and spears.
 - e. Philosophy. Never give up, even against overwhelming odds.
- f. Medicines. Over 60 known medicines, such as aspirin, came from the Native-Americans.

17.	Contemporary issues:	
	a	b. Land/Water
	cClaims.	d. Toxic/Solid Waste Dumps.
	e. Tribes taken on waste industries.	f. Self-Determination.
	g. Mascots.	h. Religious freedom.
	i. Native-American Activism.	
18.	Key Native-American Organizations:	
	a. American Indian Movement (AIM).	b. National Congress of American Indians (NCAI).
	c. Native-American Rights Funds (NARF	i). d. National Indian Youth Council (NIYC).
	e. Indian Youth of America (IYA).	
19.	Native-American participation in the armo	ed forces.
got	a. 17,000 Native-Americans registered for inducted.	or the military in W.W.I, but only 8,000 actually
	b. At the beginning of WWII, there were 2	25,000 Native-Americans in the military.
	c. PFC Ira Hayes, a Pima Indian, was on	e of the men who raised the flag at Iwo Jima.

d. The Marines used Navajo troops in signal units to send code in their own language. Theirs was the only code never deciphered by the enemy.

e. 41,500 Native-Americans served in Vietnam.

STUDENT HANDOUT # 13-1 NATIVE-AMERICAN EXPERIENCE TABLE OF INHERENT DIFFERENCES

ECONOMICS

Technological Peoples

Native-Americans

Concept of private property a basic value; includes resources, land, ability to buy and sell, and inheritance. Some state ownership. Corporate ownership predominates.	No private ownership of resources such as, land, water, minerals, or plant life. No concept of selling land. No inheritance.
Goods produced mostly for sale, not for personal use.	Goods produced for use value.
Surplus production, profit motive essential. Sales techniques must create "need," hence advertising.	Subsistence goals; no profit motive, little surplus production.
Economic growth required, especially in capitalist societies, hence need for increased production, increased use of resources, expansion of production and market territories	Steady-state economics; no concept of economic growth.
Currency system - abstract value.	Barter system - concrete value
Competition (in capitalist countries), production for private gain. Reward according to task/wages.	Cooperative, collective production.
Average workday, 8-12 hours.	Average workday 3-5 hours.
Nature viewed as "resource."	Nature viewed as "being;" seen as part of nature.

POLITICS AND POWER

Hierarchical political forms.	Mostly non-hierarchical: "chiefs" have no
	coercive power.

Decisions generally made by executive power, majority rule, or dictatorship

Spectrum from representative democracy to autocratic rule.

Operative political modes are communist, socialist, monarchist, capitalist, or fascist.

Centralization: most power concentrated in central authorities.

Laws are codified, written. Adversarial process.

Anthropo-centrism forms basis of law: Criminal cases judged by strangers (in U.S. western Europe. Soviet Union). No taboo. Decisions usually based on consensual process involving whole tribe.

Direct participatory democracy; rare examples of autocracy.

Direct participatory democracy; rare examples of autocracy.

Recognizable operative political modes: anarchist, communist, or theocratic.

Decentralization: power resides mainly in community, among people. (Exceptions include Incas, Aztec, et al)

Laws transmitted orally. No adversarial process. Laws interpreted for individual cases. "Natural law" used as basis. Criminal cases settled by group of peers known to "criminal." Taboo.

SOCIOCULTURAL ARRANGEMENTS AND DEMOGRAPHICS

Large-scale societies; most societies have high population density.	Small-scale societies, all people aquatinted; low population density.
Lineage mostly patrilineal.	Lineage mostly matrilineal, with some variation; family property rights run through female.
Nuclear two- or one-parent families; also "singles."	Extended families; generations, sometimes many families, live together.
Revere the young.	Revere the old.
History written in books, portrayed in television docudramas.	History transmitted in oral tradition, carried through memory.

RELATION TO ENVIRONMENT

	T
Living beyond nature's limits	Living within natural ecosystem

encouraged; natural terrain not considered a limitation; conquest of nature celebrated value; alteration of nature desirable; anti-harmony; resources exploited. encouraged; harmony with nature the norm; only mild alterations of nature of immediate needs; food, clothing, shelter; no permanent damage.

High-impact technology created to change environment. Mass-scale development: one-to-millions ratio in weaponry and other technologies.

Low-impact technology; one-to-one ratio even in weaponry.

Humans viewed as superior life form; Earth viewed as "dead." Entire world viewed as alive, plants, animals, people, rocks. Humans not superior, but equal par of web of life. reciprocal relationship with non-human life.

ARCHITECTURE

Construction materials carried from distant places.	Construction materials usually gathered locally.
Construction designed to survive individual human life.	Construction designed to eventually dissolve back into land (except pyramids built by minority of Indians); materials biodegradable in one lifetime.
Space designed for separation an privacy.	Space designed for communal activity.
Hard-edged forms; earth covered with concrete.	Soft forms; earth not paved.

RELIGION AND PHILOSOPHY

Separation of spirituality from rest of life	Spirituality integrated with all aspects of	l
in most Western cultures (not in some	daily life.	
Muslin, Hindu, Buddhist states);	-	
materialism dominant philosophy in		
Western nations		

LESSON NUMBER: 14 TASK: White-American Experience STANDARD: 1. Define White-American as defined by DOD Dir 1350.2. 2. Describe the origins of White American and the different groups in Colonial America. 3. Define the different types of immigration and the impact on individuals. 4. Explain European American common experience and displacement. 5. Define Redemptioners. 1. Definition. According to DOD Directive 1350.2 a White-American (not of Hispanic origin) is a person having origins in any of the original peoples of Europe, North Africa, or Middle East. 2. Individuals who make-up the original White-American people came to American from three areas of the world. They were: C. . 3. Anglo-Saxon and Anglo-Saxon Protestant (WASP). b. _____. a. _____. d. . C. _____. f. Abstract rule of law e. _____. 4. _____. Defined as one who settles permanently in a foreign country or region. 5. Foundation. English/England. Most colonists prior to the 1600s came directly from

c. One that would give them greater ______ for personal happiness.

England. Englishmen had no desire to lose their Englishness, rather:

b. One that would be free of the _____ of their Native land.

a. Build a better .

establi	sh a truly colony free of European decall inhabitants. Their ideology emphasiz	adence. They demanded strict conformity
a.	faith.	b application to work.
C.	Individual accomplishment.	d. Anglo-Saxon legal heritage.
e.	Written compact.	f language.
long af		cord in 1684, to use the term "American." Not ed sufficiently distinctive, from Europe, to red by frontier life).
outlool	c of most Americans for many generation	ned an important element. It would affect the ons, not as theological doctrines or religious e real, though hard to define. These attitudes
a.	Sense of	
b.	and success as its own i	reward.
C.	Mission to make the a be	etter place.
9. Nor Native	n-English Groups. Groups of colonial ir -born.	nmigrants who came to be considered
a.	These 250,000 constitu	ted the largest non-English Protestants.
b.	These 200,000 were the	e second most significant European minority.
	·	ial America belonged to one Protestant sect cholicism, and only 0.12% embraced Judaism
commi displac	tment to the future. They also shared the	nany common traits. The most notable of the
a.		
b.		

	c to change
	d. High for personal achievement
	e. Dependency on self and immediate fame versus wider community
to tı	f. Tendency to conform to the values of peers and neighbors versus stubbornly clinging raditions or ancestral ways
11.	Immigrant Experiences. Reasons for immigration to America:
	a b
	c d
	The Voyage. The voyage to the New World presented travelers with unanticipated dships:
	a. Initially had to save for passage.
	b. Saying "good-bye" to friends and family whom they could expect to never see again.
ехр	c. No' ships would sail as agreed and extra days meant added enses.
	d. Weeks/months dismally on ships that were and disease-ridden.
una	America's Conscience and Servitude. In early America, many poor people were able to get to the colonies on their own. To facilitate the trip, many individuals promised erve as indentured servants in exchange for the cost of the voyage. was the most common means of getting to the colonies.
14.	Key impacts affecting assimilation:
	a b
15.	Contemporary America issues:
	a b
LES	c SSON NUMBER: 15

TASK: Arab-American Experience and Middle Eastern Culture

 Describe the origins of Arab American. Define the different types of immigration. Arab-American family structure and customs. Define Islam. Define Muslim. 		
1. The term Arab-American is given to persons who immigrated to the United States from a group of independent nation-states on North Africa and the Middle East.		
2. The population of Arab-Americans is approximately 2.5 to 3 million. Some have estimated the population at nearly 5 million.		
3. Family structure:		
a. Father.		
b. Mother.		
c. Sons.		
d. Daughters.		
4. Courtesies and customs:		
a. Behave conservatively. b. Non-confrontational.		
c. "Save Face" concept. d. Privacy.		
e. Greetings. f. Admiring possessions.		
g. Dress.		
5. Religion:		
a. Islam.		
b. Allah.		
c. Christianity. 6. Muslims Believe:		
a. In One,, Incomparable God.		

STANDARD: 1. Define Arab-American.

	b. In the created by Him.	
	c. In thethrough whom His	evelations were brought.
	d, In the Day of Judgment and individual	for actions.
	e. In God's complete over h	uman destiny and in life after death.
Gab	f. God's final message to man was revea oriel.	led to the Prophet Mohammed through
	g. Some Arabs also believe in "Fatalism.	"
	An individual can become a Muslim by sim Mohammed is the Messenger of God.".	ply saying "there is no god apart from God,
8. Mohammed/The Qur'an/Jesus Christ:		
9. The Islam faith is built upon Five Pillars and they are the framework of the Muslim life. The Five Pillars are:		
	a	b
	C	d
	e	
10.	Women and Marriage:	
11.	Contemporary issues:	
	a. Arab-Israeli conflict.	b. American role in the Middle East.
	c. Kuwait.	d. Discrimination in the US:

STUDENT HANDOUT #15-1 KEY TO ISLAMIC CONCEPTS

In order to understand Islam it is necessary to know the meaning of certain key terms and the identity of some proper names. Most of them are in the Arabic language, and there is often no equivalent in English or in other tongues.

ALLAH

The true name for the creator of the Universe is called Allah. He is merciful, the Beneficent, the Knowledgeable, the Protector, the Mighty, the God, the Provider, the Exalted, the Lord, the All-Knowing, the All-Hearing, the All-Seeing, the Magnificent, the Wise, the Loving, the First, the Last, and the Eternal.

The Qur'an mentions 99 beautiful names for Allah through which Muslim do recognize Him, and His responsibilities for the whole Universe.

Many people ask why the term "Allah" is used instead of "God" and assume it's use implies that Muslims worship a separate God. There is only ONE GOD - a belief held by followers of each of the three main world religions: Islam, Christianity and Judaism.

ALLAH is the Supreme Being, the one and only God. Allah is the same God as that worshipped by the Jews and Christians, and Arabic-speaking Christians also use this name when referring to God.

ARAB

Many equate Islam and Muslims to mean Arabs. Muslims may be any nationality. An Arab could be a Muslim, a Christian, a Jew or an atheist. Arabs constitute only about twenty percent of the Muslim population.

AYAH

The Arabic meaning of Ayah is a miracle and a sign. The Qur'an is considered to be a miracle itself. Each verse or sentence is called an Ayah or a miracle. The plural of Ayah is called Ayat, which means miracles.

AZAN

The call for the daily prayers are called Azan. The person who calls the Azan is called a Mu'azzin. A Mu'azzin calls the Azan five times a day before Muslims are to perform their daily Salah (Prayer).

BIRTH

Muslim believe that people are born free of sin. It is only after they reach the age of puberty and it is only after they commit sins that they are to be charged for their mistakes. No one is responsible for or can take the responsibility for the sins of others. However, the door of forgiveness through true repentance is always open.

FESTIVITIES

Other than the two general feasts, there are few festivities that Muslims do enjoy. These are related to different activities or functions. Some of these activities are:

- 'Aqiqah: It is a dinner reception to be made after a child is born. Relatives, friends, and neighbors are invited for such an occasion.
- Walimah: It is a dinner reception to be made after a marriage is consummated. It is offered by the parents and/or by the married couples. Friends, relatives, and neighbors are also invited.

ISLAM

Islam is an Arabic word the root of which is Silm and Salam. It means among others: peace, greeting, salutation, obedience, loyalty, allegiance, and submission to the will of the Creator of the Universe. Islam is the last and final religion to all mankind and to all generations irrespective of color, race, nationality, ethnic background, language, or social position. It is incorrect and objectionable to call Muslims Muhammadans, as Muhammad is not worshipped in the way Christians worship Christ.

JIHAD

It is an Arabic word the root of which is Jahada, which means to strive for a better way of life. The nouns are Juhd, Mujahid, Jihad, and Ijtihad. The other meanings are: endeavor, strain, exertion, effort, diligence, fighting to defend one's life, land, and religion. This word has been in frequent use in the Western press over the past several years, explained directly or subtlely, to mean holy war. As a matter of fact the term "holy war" was coined in Europe during the Crusades, meaning the war against Muslims. It does not have a direct counterpart in Islamic glossary, and Jihad

is certainly not its translation. Jihad is not a war to force the faith on others, as many people think of it. It should never be interpreted as a way of compulsion of the belief on others, since there is an explicit verse in the Qur'an that says: "There is no compulsion in religion" Al-Qur'an: Al-Baqarah (2:256). Jihad is not a defensive war only, but a war against any unjust regime. If such a regime exists, a war is to be waged against the leaders, but not against the people of that country. People should be freed from the unjust regimes and influences so that they can freely choose to believe in Allah. Not only in peace but also in war Islam prohibits terrorism, kidnapping, and hijacking, when carried against civilians. Whoever commits such violations is considered a murderer in Islam, and is to be punished by the Islamic state. during wars, Islam prohibits Muslim soldiers from harming civilians, women, children, elderly, and the religious men like priests and rabies. It also prohibits cutting down trees and destroying civilian constructions. The term may be used for/by Muslims as well as non-Muslims.

MUHAMMAD (s.a.w.)

The last and the final prophet and messenger of Allah to all mankind is called Muhammad (s.a.w.) and at the age of forty he received the message of Islam from Allah through angel Gabriel (Jibril). He was the last of a line of prophets like Nuh (Noah), Ibrahim (Abraham), Musa (Moses), and Isa (Jesus).

MUSLIM(S)

(also spelled Moslem) is based on the same Arabic root as Islam (s-I-m) and means one who submits to God, that is, a believer in Islam. Any person who believes in the creed and the teachings of Islam is called a Muslim. More than one billion Muslims are found in different parts of the world. They are not to be confused with Arabs, as the latter may include Christians, agnostics, or other non-Muslims.

LESSON NUMBER: 16

TASK: Hispanic-American Experience

STANDARD: 1. Define Hispanic-American as define by DOD Dir 1350.2.

- 2. Explain the major groups.
- 3. Describe the historical information.
- 4. Explain the basic culture concepts.
- 1. Definition. According to DOD Directive 1350.2, a Hispanic is a person having origins in any of the original peoples of Mexico, Puerto Rico, Cuba, or Central or South America, or of other Spanish cultures, regardless of race.

2. Population trend:

- a. In 1992, Hispanic numbered approximately 22 million people and composed almost 9 percent of the total U.S. population of 251 million.
- b. The Hispanic population is growing at a faster rate than the non-Hispanic. Between 1980 and 1990 it increased by 53 percent, in comparison with only 6.7 percent for non-Hispanics.
- c. Los Angeles. This city currently has the largest concentration of Hispanics. It is projected that 9.6 million Hispanics will be living in greater Los Angeles and representing almost half of the city's 20 million population.
- d. New York. There will be approximately 3.6 million Hispanics living in New York and accounting for one-fifth of the city's population.
- e. Miami. Representing almost half the city's population, almost 2 million Hispanics will live in Miami.
- f. Houston. Hispanics, who will number 1.6 million, will account for one-fifth of this city's population.
- g. Chicago. About 1.5 million Hispanics will live in the Greater Chicago area and will represent about 10 percent of the total population.
- h. San Francisco. Representing about 20 percent of the total population of 7.8 million, Hispanics will account for 1.4 million.
- i. Dallas. Approximately 1.2 million of Dallas' population of 6.5 million will be Hispanic.

- j. San Diego. 900,000 Hispanics will live in the Greater San Diego area and will represent almost one-quarter of the projected 3.5 million population.
- 3. Historical Experiences of Hispanic-American Groups:
- a. Mexican-Americans. Were stronger in their native land. Manifest Destiny: Paved the way for annexation of Mexican territory.
 - (1) 1836. Texas Independence.
 - (2) 1845. Mexican-American War.
 - (3) 1848. Treaty of Guadeloupe-Hidalgo.
 - (4) 1920s. Industrial Revolution, country was growing.
- (5) 1930s. In the depression years, because of the high unemployment of US citizens, they were rejected and sent back to Mexico.
- (6) "Bracero" Program. During W.W.II., they were recruited to help with the war efforts. Many Hispanics served as American soldiers.
 - b. Puerto Ricans. The Puerto Ricans became Americans by conquest.
 - (1) Spanish Colonization 1493.
 - (2) Treaty of Paris.
 - (3) Jones Act 1917.
 - (4) Commonwealth 1952.
- c. Cubans. Cuban-Americans are political refugees and are concentrated mostly in Miami metropolitan areas and in central Florida. They mainly arrived during two specific periods:
 - (1) The result of the Communist takeover in 1959.
 - (2) The Mariel Sealift 1980.
- d. El Salvadorians, Guatemalans, Nicaraguans. Many came to the US to seek political asylum due to political strife and to escape extreme poverty.

e. South Americans. The South Americans immigrated to US in smaller numbers than other Hispanic groups. Reason for immigration was for better economic conditions. Most were wealthy professionals.		
4. Basic Culture Concepts.		
a. Race.	b. Language.	
c. Time of arrival into US.	d. National Origin.	
e. Public Law 94-311 (16 Jun 76).		
5. Hispanic Families. Many Hispanic families feel family traditions are more important than accomplishments. Hispanics have several types of families.		
a. Extended family.	b. Nuclear family.	
 c. Father mother, children and other d children of the mother and father from the father's previous unions. 	I. Mother-Based family.	
6. Family values.		
a. Family - oriented.		
b. Patriarchal (male dominated).		
c. Roles within the family are assigned on the basis of gender and position.		
d. Older members of the family carry a	great deal of authority.	

- f. Children's role vary with gender and age. The oldest female takes care of the youngest; oldest male does the same, and takes the role of parents if parents pass away. Grandparents are highly respective.
- 7. Women's Roles. A single generalized role for Hispanic women would be an unfair stereotype. Factors which affect this diversity include:
 - a. Degree of acculturation.

b. Job availability.

c. Working outside the home.

- 8. Religion within the Hispanic community.
 - Catholicism.
- b. Detroit study. 1990 study said religion is 50/50. They perceive church as a source of physical and emotional support.
- c. Appeal of Protestantism. Growing among Hispanic because many feel it is more responsible to their needs.
- 9. Machismo. Machismo is defined as a learned sense of responsibility. Machismo refers to male. Hemb/Macha applies to female.
- 10. Respeto. Respeto (dignity) is to have respect. A person must act in a way worthy of being respected
- 11. Hispanic Profile.
 - a. Hispanics are the youngest major population.
- b. Hispanics have a rapid growth rate amongst the major cultures and it is expected the rate will continue to be rapid.
 - c. Mexicans are the largest Hispanic subgroup, Cubans are the smallest.
- 12. The education profile of Hispanics is not good. The level of education affects the income level.
 - The income gap between Hispanics and non-Hispanics has increased.
 - b. The Hispanic-Americans have the highest number of children living in poverty.
- 13. Anti-Hispanic Sentiment and Discrimination. The following are some examples:
 - a. English only movement.
- b. Discrimination in the workplace.

- 14. The Hispanic Agenda:
 - a. Growing Population.

b. Immigration Laws.

- c. "English Only" Laws
- 15. Hispanics in the military. Hispanic-Americans are underrepresented in the Armed Forces in all grades. Some of the barriers to their enlistment are:

- a. Inadequate academic preparation.
- b. Lack language and technical skills.
- c. Intense family attachment.
- d. Inadequate time allowed to make enlistment decision.
- e. Retention and Adaptability to the Environment are important.
- 16. Military contributions:
 - a. More than 9,900 Mexican-Americans fought during the Civil War.
- b. During the Spanish-American War several Hispanics served with Theodore Roosevelt's "Rough Riders."
- c. There is insufficient records to determine how many Hispanics served in W.W.I. However, one Hispanic named David Barkely was awarded the Medal of Honor.
 - d. Approximately 250,000-500,000 served in WWII.
 - e. During the Korean War nine Hispanics received the Medal of Honor.
- f. Approximately 80,000 Hispanics served in the Vietnam War theater of operations and 13 won the Medal of Honor.
 - g. 20,000 Hispanics participated in Operation Desert Shield/Storm.
 - h. A total of 38 Hispanics have received the Medal of Honor.
- 17. Education. Education has traditionally been one successful route used by immigrants and minorities to move into and upward in American society.
- 18. Business and Labor. According to Workforce 2000, a study by the Hudson Institute, through the year 2000, 85 percent of new entrants into the U.S. workforce will be minorities and women.
- 19. Politics and Government. Since the signing of the Treaty of Guadalupe Hidalgo in 1848, Hispanics have been involved in political organizing.

HANDOUT #16-1 HISPANIC-AMERICANS CONTRIBUTIONS

Famous Hispanic Contributors and Contributions. Hispanic-Americans made significant contributions to the development of our great nation even before the days of Admiral David Farragut and the Civil War. Farragut's father, a Spaniard, came to America in 1776 and fought for this country during the American Revolution and the War of 1812. More recently, Hispanics have made their mark in politics, public service, the entertainment industry, organized sports, business, and science, as well as the military service. In the November 1992 elections, because of redistricting and greater political awareness, Hispanics counted an unprecedented number of 18 members of Congress and two delegates within their ranks. The eight new freshmen congressmen overcame overwhelming odds in some cases to win in '92. This includes California Representative Lucille Roybal-Allard (the eldest daughter or Representative Edward Royal), who is the first Hispanic woman to directly follow her father in Congress, from an entirely different district. Other historical political firsts are discussed below. It is important to remember that with their representation election, Hispanics now have twice the political clout.

Henry Cisneros, former Mayor of San Antonio, Texas, is a member of the Clinton administration, holding the cabinet post of Secretary of Housing and Urban Development.

In the entertainment world, Hispanic-Americans came to the forefront in the late 1980s and early 1990s. Edward James Olmos, known for his role on the television show Miami Vice, launched a successful movie career and also starred in Stand and Deliver, a movie about Los Angeles educator Jaime Escalante, and American Me, which concerns crime and violence in the Hispanic community. Gloria Estefan is a top contender in the record industry and Rubin Blade recorded his first album in English for non-Hispanic audiences.

In the world of science, Antonia Novello, a distinguished M.D., became the first Hispanic astronaut. Ellen Ochoa was the first Hispanic woman astronaut,.

Like David Farragut, Hispanics continue to distinguish themselves in the military service of their country. Hispanics have been awarded 39 Medals of Honor to date--more of the nation's highest military honor than any other identifiable group. Some 20,000 Hispanics served in Operation Desert Shield/Storm and many unsung Hispanic heroes emerged from the ground war with Iraq. In his autobiography, General H. Schwarzkopf refers reverently to his former commander, Hispanic General Richard E. Cavazos, U.S.A. (Ret.), as one of the finest division commanders that he ever worked for. During Operation Restore Hope, the relief effort in Somalia, this nation mourned for the family of Domingo Arroyo, a Hispanic Marine and the first casualty in the region killed in a fire fight with Somali warlords.

Hispanic-Americans have made a difference in the history of this country. They leave a proud heritage for future Hispanic leaders of the 21st century to emulate. Additional noted Hispanic-Americans and their contributions are listed below:

POLITICS

Nydia Velazquez -- First Puerto Rican woman to serve in the House of Representatives.

Lincoln Diaz-Balart -- Florida Congressman and anti-Castro activist, who is the first member of Congress to be related to Fidel Castro.

Robert Menendez -- New Jersey Congressman who is the first Cuban-American to serve in the House and first Cuban representative from the state of New Jersey.

Ileana Ros-Lehtinen -- First Cuban-American woman in the House of Representatives.

Luis Gutierrez -- Illinois' first Hispanic in Congress.

Henry Bonilla -- First Republican from the state of Texas.

Frank Tejeda -- First member of the 103rd Congress elected when he emerged from the March 1992 filing period unopposed by Democrat or Republican..

Bill Richardson -- First Hispanic as Chief Deputy Majority Whip.

Joseph M. Montoya -- U.S. Senator.

Dennis Chavez -- First American-born Hispanic elected to the U.S. Senate.

Herman Badillo -- First Puerto Rican elected to the U.S. House of Representatives.

Henry Gonzales -- Texas Congressman and Chairman of the House Banking Committee.

Ed Pastor -- First Hispanic Congressman form the state of Arizona.

Bob Martinez -- Former Governor of Florida and head of the Drug Enforcement Agency under President Bush.

Rual Castro -- Governor of Arizona, resigned in 1977 to accept appointment as U.S. Ambassador to Argentina.

Ramona Acosta Banuelos, Katherine D. Ortega, and Catalina Vasquez -- Former U.S. Treasurers.

Lena Guerrero -- Member of the Texas State Legislature and first woman or ethnic minority to be appointed to the Texas Railroad Commission.

Xavier Suarez -- First Cuban-American mayor of Miami in 1985.

Fernando Ferrer -- Bronx, N.Y. borough president since 1987, possible candidate in New York mayoral race.

Nelson Merced -- First Hispanic elected to the Massachusetts State Legislature.

Jose Serrano -- Bronx Democrat Congressman and champion of inner-city educational reform.

Federico Pena -- First Hispanic mayor of Denver.

Gloria Molina -- First Latina on the City Council of Los Angeles.

Laura Cavazos -- First Hispanic to occupy a cabinet position, as Secretary of education for the Reagan Administration.

Bert Corona -- Mexican-American Political Associations.

Cesar Chavez -- United Farm Workers.

Jose Angel Gutierrez -- La Raza Unida Party.

Jerry Apodaca -- Former Government of New Mexico.

Baltasar Corrada -- Resident Commissioner of Puerto Rico.

SCIENCE

Jamie Escalante -- Los Angeles educator credited for his role in improving the math and science skills of Los Angeles-area high school students--the improvement in Escalante's students' scores on the Calculus Advanced Placement Exam for college entrance was so dramatic that the group was accused of cheating by the Educational Testing Service in Princenton, N.J.--the move Stand and Deliver tells his story.

Franklin R. Chang-Diaz, Ellen Ochoa, and Sid Gutierrez (NASA space shuttle astronauts.

Luis W. Alverez -- Nobel Prize winner in physics for work with subatomic particles. Severo Ochoa -- Nobel Prize winner in medicine and physiology for laboratory synthesis of DNA and RNA.

ENTERTAINMENT

Edwards James Olmos, Anthony Quinn, Gilbert Roland, Martin Sheen, Raquel Welch, Imogene Coca, Freddie Prinze, Jose Ferrer, Erik Estrada, Paul Rodriquez, Richardo Montalban, Saundra Santiago, Esai Morales, Marcia Conchita Alonso, Jimmy Smits and Raul Julia -- Actors.

Rita Moreno -- First Hispanic actress to win an Oscar.

Brunilda Ruiz --Ballerina.

Trini Lopez, Joan Baez, Tony Orlando, Xavier Cuggat, Desi Arnaz, Carlos Montoya, Vickie Carr, Chita Ricera, Jose Feliciano, Graciela Rivera, Tito Puente -- Entertainers.

Truman Capote and Anais Nin -- Authors.

Geraldo Rivera -- Talk Show Host.

Luis Valdez, writer of La Bamba--the Richie Valens -- Story Writer/Director.

Lourdes Lopez -- Princle Dancer, New York ballet,

John Benitez -- Record producer best known for producing Madonna's first hit record.

Kenny Ortega -- Choreographer.

Ernesto Lecuona -- Composer.

John Secada -- Musician.

SCHOLARS / WRITERS

Nicolas Guillen -- Poet inspired by African rhythms.

Carlos Montenegro -- Novelist.

Wilfredo Lam and Manuel Martinez -- Painter.

Piri Thomas -- Writer.

Eduardo Seda, Ernesto Galarza, Octavio Romano, Richard Duran, Julian Samora and George Sanchez -- Scholars.

Luis Valdez, Guadalupe de Saavedra and Abelardo Delgado -- Poets.

SPORTS

Angelo Cordero -- Jockey.

Chi Chi Rodriguez, Nancy Lopez, and Lee Trevino -- Golf.

Jim Plunkett -- Football.

Jose Torres, Hector (Macho) Camacho and Kid Chocolate -- Boxing.

Juan Marichal, Luis Tiant, Pedro Ramos, Orlando Cepeda, Roberto Clemente and Luis Aparicio -- Baseball.

Albert Salazar -- Boston Marathon winner.

BUSINESS

Roberto C. Goicueta -- Former president and current chairman of the board of Coca Cola.

Prudencio Unanue -- Founder of Goya, a corporation producing Hispanic food products.

Oscar de la Renta and Adolfo Sardina -- Fashion designers.

Elwood Quesada -- First head of the Federal Aviation Agency and former vicepresident of Lockheed Aircraft Corporation.

Cesar Chavez -- Head of the National Farm Workers' Association (United Farm Workers of America).

MILITARY

Hispanics have served as general and flag officers in the military. Admiral Horacio Rivero was the first Hispanic four-star admiral in the Navy; General Richard E. Cavazos was the first Hispanic four-star general in the Army; and Lieutenant General Elwood R. Quesada was the first Hispanic general officer in the Air Force. Brigadier General Luis R. Esteves was the first Puerto Rican graduate of West Point and founder of the Puerto Rican National Guard.

CONTRIBUTIONS

Mexicans showed Californians how to pan for gold and introduced the technique of using mercury to separate silver from worthless ores. Certain foods common in the U.S. are of Hispanic origin: tacos, tortillas, Caesar salad, and chili con carne, which was invented about 1880 by Mexican-Americans living in Texas. In 1992, salsa outsold ketchup for the first tine in the United States.

Some Hispanic words which have become part of the American language: redo, cabana, macho, bonanza, mosquito, chocolate, tobacco, adobe, burro, corral, desperado, incommunicado, patio, plaza, poncho, vigilante, cafeteria, canoe, hurricane, cannibal, manatee, tomato, canyon, armada, bronco, and barbecue.

Six state names are of Hispanic origin: Texas (from tejas, land of tile roofs), Nevada (land of snow), Colorado (red land), and California (an imaginary island in Spanish folklore, "an earthly (state of flowers). Throughout the United State there are many cities and towns with Hispanic-origins names. In California, alone, there are more than 400. Other contributions include poinsettias, Chihuahuas, chewing gum, canasta, and rummy.

MILITARY PARTICIPATION

Although Spain was a strong colonial power in North America in the 1700s, the Spanish defeat in the Seven Years War led to the parceling of lands to the English in the Spanish Colony of Florida. Spain, therefore, felt no loyalty to the British Monarchy during the course of the American Revolution. Despite negotiations with the Continental Congress, neither side could agree on the fate of Florida and therefore Spain played no overt role in aiding the American colonist. Nevertheless, several Hispanic forefathers, like the father of David Farragut, provided discrete or covert aid to the colonists. Another such man was Bernardo de Galvez, a Spanish army officer and Governor of Louisiana in 1777.

From 1775-77, de Galvez provided rations and weapons to the Continental Army. In 1777, he arranged safe passage for James Willing, an American agent of the Continental Congress, who had led a successful campaign along the Mississippi harassing British shipping, plantation owners and military outpost.

Taking advantage of weakness in the British defenses and Spanish recognition of American independence in 1779, de Galvez captured all the British forts along the Mississippi from Lake Pontchartrain to Baton Rouge. He later defeated all British forces in Florida and restored control of this region to Spain. For his contribution, de Galvez has been memorialized on a U.S. stamp and a statue in Washington, D.C. and in his namesake city of Galveston, Texas.

POST REVOLUTIONARY WAR

One of de Galvez's officers, Franciso de Miranda, also played an important role in the defeat of the British on the Mississippi and the capture of the port of Pensacola. Ultimately a revolutionary himself, de Miranda left the Spanish army and lead a campaign against Spanish colonialism while living in North America and Europe. In 1805, he led an American-sanctioned invasion of Venezuela and is credited with the title of "Precursor of Latin American Independence." During the

1800s, the sale of all Spanish lands west of the Mississippi to France was made under the proviso that these lands not be in turn relinquished to the United States. France reneged on its agreement and President Jefferson negotiated the Louisiana Purchase for \$15 Million in 1803.

TEXAS-MEXICAN FRONTIER

The next conflict involving Hispanics in American history took place over territorial disputes between Mexico and the "Lone Star State" of Texas. When Mexican General and self-proclaimed President Antonio Lopez de Santa Anna attacked the Alamo on March 6, 1835, 183 Texans were killed and six of them were Mexican.

One Hispanic survivor of the Alamo was Lieutenant Colonel John Nepomuncene Seguin. Selected as a courier to leave the fort, sneak through Santa Anna's lines and obtain reinforcements, Seguin succeeded in escaping but could not obtain relief in time. After the war, he returned to San Antonio where he served two terms as the city's mayor.

CALIFORNIA-MEXICAN FRONTIER

One of the most interesting Hispanic figures of this period in American history is Mariano Guadalupe Vallejo. Born of the upper class in 1808, Vallejo grew up during the turbulent years of the Mexican Revolution. An accomplished Mexican army officer by the age of twenty-one, he gained the confidence of the Mexican governor and was named military commander of northern California. During the same period, he became a member of the territorial legislature an delegate to the Mexican Congress.

Despite these ties to his naive Mexico, Vallejo believed it would be in the best interests of the California territories to yield their sovereignty to the United States. He shifted loyalties and discretely helped Americans secure California. Later appointed as an agent for the U.S. government, he became one of eight California's to write the State's first constitution and became one of the first members of the state westward expansion of America, Vallejo has been highly recognized. The city of Vallejo, California, was named in his honor, a vineyard produces wines with his name, and in 1965, the U.S. Navy commissioned the nuclear powered fleet ballistic missile submarine U.S.S. M. G. Vallejo (SSBN-658), one of "the forty-one for freedom," in honor of this distinguished Hispanic.

THE CIVIL WAR

When the Civil War broke out, the Mexican-American community was divided in loyalty. Approximately 1,000 joined the Union Army and another 2,550, the Confederate Force.

By the end of the war, as many as 9,900 Mexican-Americans fought. Most served in the regular army or volunteer units which were integrated. Some, however, served in predominately Mexican-American units with their own officers. Of the 40,000 volumes written about the Civil War, only one, Vaqueros in Blue and Gray, has been written about their contribution.

In 1863, the U.S. government established four military companies of Mexican-American Californians (the First Battalion of Native Cavalry) to utilize their "extraordinary horsemanship." At least 469 Mexican-Americans served under Major Salvador Vallejo, helping to defeat a Confederate invasion of New Mexico.

Colonel Miguel E. Pino established the Second Regiment of New Mexico Volunteers. At least six independent militia companies commanded by Mexican-Americans were raised in New Mexico. Approximately 4,000 Mexican-Americans volunteered in these companies. In Texas, the Union established 12 Mexican-American companies (the First Regiment of Texas Cavalry). By and large, the officers were non-Hispanic, although there were some Mexican Texans serving as captains and lieutenants.

David G. Farragut was the most famous Union Hispanic. When he was nine years old he was appointed as a midshipman in the U.S. Navy. At 13 he served aboard the U.S.S. Essex during the War of 1812. In 1862, he successfully commanded Union forces and captured the city of New Orleans. In the Battle of Port Hudson (135 miles north of New Orleans) Farragut's tactics for attacking fort gained accolades. After orchestrating the capture of Mobile, Alabama, Farragut was commissioned Admiral of the Navy on July 26, 1866. He took the command of the European Squadron and while in the Mediterranean, he visited the birthplace of his father in Ciuddela, Minorca, where he received a hero's welcome.

Other Hispanics served in such Confederate units as the Benavides Regiment, the 10th Texas Cavalry, the 55th Alabama Infantry, Manigault's Battalion of South Carolina Artillery, the 6th Missouri Infantry, the Chalmette Regiment of Louisiana Infantry, and the Second Texas Mounted Rifles. Colonel Santos Benavides was the highest ranking Mexican-American in the Confederate Army. He was one of the first to take up arms and one of the last to surrender.

Loretta Janet Velasquez, a Cuban-born woman, enlisted in the Confederate Army in 1860, masquerading as a man, without her soldier husband's knowledge. She fought at Bull Run, Ball's Bluff, and Fort Donelson, but was detected while in New Orleans and discharged. Undeterred, she re-enlisted and fought at Shiloh until

unmasked once more. She then took duty as a spy, working in both male and female guise. Her husband died during the war and she married three more times, widowed in each instance. She later traveled throughout the West settling in Austin, Nevada.

THE SPANISH-AMERICAN WAR

The catalyst for the Spanish-American War was the sinking of the battleship Maine on February 15, 1898. Historians have debated the cause of the Maine's demise for almost 100 years. Was it sabotage or was it an accident? Was the incident engineered by the American side to give the country an excuse for war? The loss of 260 American lives makes the latter theory unlikely. Admiral Hyman G. Rickover wrote a scholarly thesis on the subject, claiming that the explosion that ripped through the Maine's lower decks was caused by oily rags which led to an uncontrollable fire that ignited a magazine full of ammunition. Whatever the reason, the United States declared war on Spain on April 11, 1898, with the avowed purpose of freeing the oppressed Cubans.

During the Spanish-American War in 1898, there were several Hispanic members of Theodore Roosevelt's "Rough Riders." Captain Maximiliano Luna was the most distinguished Hispanic "Rough Rider." A military camp in New Mexico was named after him. After the Spanish American War, George Armijo, another Hispanic "rough Rider," became a member of Congress.

WORLD WAR I

At the beginning of World War I, Hispanics and others who lacked sufficient English skills were sent to training centers to improve their language proficiency and produce soldiers fully capable of being integrated into the army. Eventually a training plan to do so was established at Camp Gordon, Georgia. However, by the time the camp was operational the war was almost over.

Nicholas Lucero, a Hispanic, received the French Croix de Guerre during World War I for destroying two German machine gun nests and maintaining constant fire for three hours. Marcelino Serna, received the distinguished Service Cross for the single-handed capture of 24 enemy soldiers. His other decorations included: the French Croix de Guerre, the Victory Medal with three bars, and two Purple Hearts.

It was not until 1989 that the first Hispanic recipient of the Medal of Honor was recognized in a ceremony during Hispanic Heritage Week. David Barkley was awarded the Medal of Honor posthumously for bravery in action on the Meuse River, France, in November 1918. Barkley's Hispanic background did not come to light

until 71 years after he gave his life for his country. Other Hispanics did serve in World War I, but there are insufficient records to determine how many.

WORLD WAR II

Estimates for World War II range anywhere from 250,000 to 500,000 Hispanics served in the Armed Forces. Records are sketchy because, like the Census Bureau, the military did not closely track Hispanic members. However, Hispanic soldiers participated in all the major battles of World War II. Nevertheless, it is known that between 1940 and 1946, approximately 53,000 Puerto Ricans served with the exception of the Puerto Rican 65th Infantry Regiment, Hispanics did not serve in segregated units. National Guard units, with large proportions of Mexican-Americans, served from Arizona, Texas, New Mexico, and California. There were about 200 Puerto Rican women in the Women's Army Corps.

The New Mexico National Guard, with its large representation of Hispanics, became the largest single American unit in the Philippines. There knowledge of Spanish was a definite asset as Spanish was a principal language in the Philippines. Because of this presence, many Hispanic-Americans were taken prisoner during the fall of the Philippines and participated in the "Bataan Death March."

The first Hispanic Medal of Honor recipient of World War II was Private Jose P. Martinis. He was honored for his role in the 1943 American invasion of the Aleutian Islands. One unit in particular, the 141st Infantry Regiment from Texas, had a high concentration of Hispanic soldiers. This distinguished unit saw 361 days of combat during World War II, earning three Medals of Honor, 31 Distinguished Service Crosses, 12 Legions of Merit, 492 Sliver Stars, 11 Soldier's Medals, and 1685 Bronze Stars. Hispanic were awarded 12 of the 431 Medals of Honor awarded during the Second World War.

KOREAN WAR

During the Korean war nine Hispanics received the Medal of Honor. The Puerto Rican 65th Infantry Division was the only all-Hispanic Division to serve during the Korean War. It earned four Distinguished Service Crosses and 124 Silver Stars. "Hero Street, .A," in Silvis, Illinois, a Chicago suburb, is so-named because it contributed more men to military service during World War II and Korea than any other place of comparable size. this street was home for a number of Hispanic families, and Silvis now has a monument to the eight Hispanic heroes who died during the two wars.

Captain Manual J. Fernandez, U.S.A.F., an F-86 fighter pilot assigned to the 334th Squadron, 4th Fighter Interceptor Wing, was credited with 14.5 enemy kills in 125 missions. He was the third-ranked fighter pilot of the war and retired as a Colonel.

THE VIETNAM WAR

Precise figures are not available for Hispanic participation in Vietnam. Prior to the full-scale escalation of the Vietnam War, Special Forces Advisor, Sergeant First Class Isaac Camacho's fire base was overrun by Viet Cong in November 1963. After an intense fire fight, Camacho was taken prisoner. He is most likely the first Hispanic POW of the Vietnam era. Remarkably, Camacho escaped his captors after 20 months and made his way to freedom. He was awarded the Silver and Bronze Stars in September 1965 and later promoted to Captain, U.S. Army.

Lieutenant Commander Everett Alvarez, Jr. was the first American pilot taken as a prisoner of war and remained a prisoner longer than anyone else, eight and a half years. One April 30, 1975, Master Sergeant Juan J. Valdez climbed aboard the last U.S. helicopter to depart the roof of the U.S. Embassy in Saigon. The U.S. presence in Vietnam, which spanned 18 years, ended. Valdez's presence gave credence to the America's war: "First in...last to leave."

POST-VIETNAM ERA

Approximately 80,000 Hispanics served in the Vietnam theater of operations and 13 won the Medal of Honor, 6 of them Marines. This is not unusual. Hispanics have received the highest honors to date in the U.S. Navy. As of 1990, six ships and three active submarines have been named for Hispanics, including the nuclear-powered 688 class fast attack submarine, U.S.S. San Juan, named after the capital city of Puerto Rico.

Admiral Horacio Rivera became the first Hispanic four-star Admiral in 1979 and ultimately served as Vice Chief of Naval Operations. Between 1979-1980, Edward Hidalgo held the highly esteemed and power position of Secretary of the Navy. During Hidalgo's tenure, millions of dollars were committed to television advertising campaigns and new recruiting techniques to attract Hispanic youth to the Navy.

DESERT SHIELD / STORM

Approximately 20,000 Hispanic serviceman and women participated in Operation Desert Shield/Storm. According to Defense Manpower Data Center statistics, Hispanics comprised 7.9 percent of the Fleet Marine Force, 6.0 percent of the Navy, 4.2 percent Army and 3.1 percent of the Air Force representation in the Persian Gulf theater during the war.

LESSON NUMBER: 17

TASK: Black-American Experience

STANDARD: 1. Definition of Black-American as define by DOD Dir 1350.2.

- 2. Describe the Nations of Africa.
- 3. Describe the African society.
- 4. Explain the Slave Trade Period.
- 5. Describe the Slave Culture.
- 6. Define Slavery and the Economy.
- 7. Define the Black-American Culture.
- 8. Describe Black-Contemporary Issues.
- 1. Definition. Black (not of Hispanic origin) as described in DOD Directive 1350.2 is a person having origins in any of the original peoples of Africa.
- 2. The early kingdoms and nations of Africa-Americans included:
 - a. Ghana (650 AD- 1200 AD).
 - b. The kingdom of Mali overthrew Ghana and became a powerful empire in 1235 AD.
- c. Songhay captured Mali in 1469 AD and became the primary Western African power and trading point.
- 3. African Society. According to author Andrew Billingsley, the traditional African family was composed all of the following:
 - a. All members of the community.
 - b. In the extended family, community members were viewed as relatives.
- c. The traditional African family included not only the deceased members, but also unborn members still in the womb.
- d. The family recognized and accepted the belief that their existence depended on all family members living and deceased.
 - e. The eldest male family members was the head of the family.
 - f. Early Africa was a mixture of tribes.
- 4. African women, men and children had definite roles and responsibilities. Some of these roles included:

5. African Class System. The Africans had their own class system. They had an enlarged family group called the "clan." Within this system their were three tiers:					
а. Тор	tier. k	o. Middle tier.	c. Bottom tier.		
6. Slavery.	A Dutch war ship brou	ght the first 20 Africans to V	irginia or the New World.		
a. Why	slavery?				
` '		ewed by society as savages Thus, the White-Americans			
(2)	Blacks had a foreign li	festyle.			
(3)	The new nation require	ed a stable labor force.			
` ,	It was a world busines periority in order to sur	s, isolation, different langua vive.	ges, broke them down to		
b. Why	slavery worked.				
(1) food, and w		se of the lack of knowledge	the Africans had of the land,		
(2)	The slaves were made	e powerless, which allowed	slavery to work.		
c. Role	of the slave family.				
(1)	Marriage:				
(2)	Under the slavery syst	em, the head of the househo	old changed.		
(3)	Father:				
(4)	Mother:				
in the slave	society.	onsider "ebony" or "black gory, the social status of Black	old" and profit for the owners		

b. Women.

a. Men.

following:

c. Children

- (1) Free or slave:
- (2) Owner of the slave:
- (3) Field worker, housework, laborer, artisan:
- (4) Male or female:
- (5) Complexion (dark vs. light):
- 7. Music. Music is and has been an important element of the African American culture.
- 8. Language:
 - a. Communication with new slaves arriving from Africa was not allowed.
- b. Slaves were expected to communicate to slave owners and show them respect, regardless of their time in captivity.
 - c. There were over eight hundred different dialects blended together in Africa.
- 9. Religion:
- a. Early slaves were slow to give up their own religion as they wanted to maintain there own traditions.
- b. Attending church afforded a brief rest period which brought secondary gains that were more social than religious.
- c. Initially, church services were given by White preachers. Black preachers were only allowed to preach in the presence of the White masters.
 - d. There were three types of churches during slavery.
 - (1) White churches with Black members.
 - (2) Separate Black churches under White leadership.
 - (3) Separate Black churches with Black leadership.
- 10. Development of the Black Church in America. Blacks knew as long as they remained in the White churches, conditions would always be the same.

- a. A total lack of self-help programs for Blacks.
- b. Non-participation in church activities.
- c. An absence of Blacks in leadership roles.
- d. A doctrine that did not serve the needs of Black people.
- 11. Impact of slavery on the economy:
 - a. Cheap labor source.
- b. Slavery enhanced the status of the slave owner through profit, prestige, depending on how many slaves were owned.
- 12. Myths and stereotypes were used to justify the economic exploitation of Blacks during the slave period. The following are some stereotypes:
 - a. Ignorant, lazy, incapable of competing, and inferior in intelligence.
 - b. "Less than human" status in the eyes of many Whites.
 - c. Natural station in life of Blacks was slavery.
- 13. Slavery and legislation:
 - a. Slavery was first recognized in Virginia by a law passed in 1762.
 - b. In 1763, Maryland followed Virginia's model and came out with the declaration that Durante Vita," or for the duration of their lives.
 - c. After 1790 slavery became a system that had stripped Blacks of all their rights.
- d. Blacks, in the latter part of the 17th Century, were treated more and more like property and less like human beings.
- e. Laws were used to reinforce racial attitudes that Blacks were inherently inferior and should be slaves because it was natural.
- 14. Declaration of Independence and the Constitution:
- a. "People" would encompass free inhabitants and three-fifths of the slaves in each state.
- b. The Constitution adopted in 1787, incorporated provisions that bore directly upon the status of Black People. Article 1, Section 2, made Black people three-fifths of a person

and two-fifths property. Article IV, Section 2, helped reinforce the fact that slaves were merely property.

- c. Northern delegates were in favor of slaves being regarded as property, and thus, not deserving of representation.
- 15. During the 1700s and early 1800s, slave codes were defined and determined the status of Blacks. The purpose was to:
 - Restrict the slaves and protect the Whites.
 - b. The slave code varied from state to state.
- c. Codes were strengthened when there was a slave revolt or threat or revolt. There were actually over 200 slave revolts.
- d. In 1857 in the Dred Scott Case, the highest court in the land affirmed the inequality of Blacks (that slaves were property).
- 16. Emancipation Proclamation.
 - a. Did not end the war nor the institution of slavery.
- b. Black Codes specified conditions of work, property rights, rights to public assembly, and ownership of firearms for Blacks.
 - c. At the end of the Civil War all Blacks were free and the following was the impact:
 - (1) No longer could members of the family be sold.
 - (2) Marriage between Blacks finally legalized and recorded.
 - (3) Black men were in charge of their families.
 - (4) Extended families began to grow.
- (5) The geographic mobility or northern migration was disruptive to Black family life. Blacks were leaving their family for a better life. This also created problems since there was more competition for jobs.
- 17. Reconstruction (1870-1877).
 - a. Congress passes the Enforcement Act in 1870.

- b. Black institutions of higher learning were built under the Freedmen's Bureau. It assisted slaves in transition from slavery to freedom.
 - c. Involvement in Politics.
- d. Civil Rights Act of 1866 was the most significant piece of legislation affecting Blacks during Reconstruction.
- 18. Amendments to the Constitution produced the following changes to the laws:
- a. The 14th Amendment prohibited states from depriving any person of life, liberty, or property without due process of law.
 - b. The 15th Amendment (1870) gave Black men the right to vote.
- c. Reconstruction died when President Hayes took office in 1877, and the federal soldiers were removed from the south.
- 19. Black American Culture:
 - a. The key condition that encouraged black culture was American racism.
 - b. Blacks blocked from full participation in the dominant culture.
- c. Blacks perceive racism is built into the institutions of the society and its cultural values.
- d. For protection, Blacks had to distance themselves from those in the dominant culture who denied them assimilation.
- e. Combating racism requires a group struggle in order to transcend its crippling effects on liberty, life, etc.
- 20. Black-American family: The Black-American family is very important institution within the Black community. They include:
 - a. Nuclear Families.
 - b. Extended Families.
 - c. Augmented Families.
- 21. Three family patterns:

	c. Equalitarian.
	The following are characteristics of the Black families function for development, vivability, and stability:
	a. Strong kinship bonds.
	b. Strong work orientation.
	c. Adaptability of family roles.
	d. High achievement orientation (make your family proud).
	e. Religious orientation.
23.	Customs, and traditions.
	a. Black church services.
	b. Practice of calling older Black women by their first names.
mee	c. It is expected in many areas that Blacks will speak to other Blacks that he/she ets, whether they know them or not.
24.	Dynamics of Black-American culture.
	a. Mutual Aid. Help others in need, especially children.
	b. Compassion.
	c. Adaptability.
25.	Laws and Black-Americans, 1877 to present.
	a. The segregation era lasted from 1877 until 1954.

a. Patriarchal.

b. Matriarchal.

b. Unequal enforcement of the law.

c. Segregation in schools.

- d. "Jim Crow" segregation system became law.
- e. The "American Dream," land of freedom and opportunity, for many Blacks was not to be obtained. Some of the hindrances were:
 - (1) Plessy vs. Ferguson 173 U.S. 537 (1896):
 - (2) Jim Crow laws:
 - (3) Inability to obtain land:
- 26. Several organizations and historical leaders provided the Black philosophy during this time. They were:
 - a. Booker T. Washington, President of Tuskegee Institute:
 - b. W.E.B DuBois and Pan-Africanism:
 - c. Marcus Garvey and the Universal Negro Improvement Association (UNIA).
 - d. Mary McLeod Bethune:
- 27. The following provided new experience and new exposures for Blacks:
 - a. The NAACP and the Urban League have been long-standing fighters of racism.
 - b. Smith vs. Allwright: Primaries that denied Blacks the right to vote.
- c. Shelley vs. Kraemen. Restrictive covenants that kept Blacks from buying homes where they wanted to live.
 - d. Morgan vs. Virginia Supreme Court. Jim Crow transportation.
- 28. Civil Rights Movement:
 - a. 1954 Brown vs. Topeka Board of Education:
 - b. Civil Rights Act (1957):
 - c. In 1960 Congress passed another civil rights act to reinforce the 1957 act.
- d. Between 1960 and 1964 there were executive orders by President Kennedy affecting discrimination in employment and housing.

e. Executive Order 11063 in 1962:			
f. Executive Order 10925 in 1961:			
g. The moving force behind the passage of most of the civil rights legislation were Black people.			
h. The 1964 Civil Rights Act.			
(1) Blacks could no longer be exclude	ded from public accommodations.		
(2) The Justice Department was em	powered to bring desegregation suits.		
(3) Any program or service which pr federal aid.	racticed racial discrimination was denied		
(4) Racial bias in employment and u	nion membership was prohibited.		
i. 1965 Voting Rights Act:			
(1) Banned literacy test and other so	creening devices.		
(2) Federal examiners were assigned	ed to conduct registration and observe voting.		
j. The Civil Rights Act of 1968:			
29. Contemporary issues:			
a. Education.	b. Employment.		
c. Political Power.	d. Health Care.		
e. Black on Black .			
30. Military participation.			

STUDENT HANDOUT #17-1 FAMOUS BLACK CONTRIBUTIONS

PUBLIC SERVICE

Frederick Douglass -- Influential Black leader and abolitionist during the 1800's.

Carter G. Woodson -- Founder of the Journal of Negro History in 1916.

Dr. Martin Luther King, Jr. -- civil rights leader, Nobel Peace Prize recipient, 1964. Coretta Scott King -- Widow of Dr. Martin Luther King, Jr., and renowned civil rights leader in her own right.

Malcolm X -- Major Black leader of the 1960's.

W.E.B. Dubois --Sociologist/historian.

Justice Thurgood Marshall -- First Black on the Supreme Court.

Justice Clarence Thomas -- Replace Thurgood Marshall on the Supreme Court in 1992.

Ralph J. Bunche -- Official at United Nations, Nobel Peace Prize recipient, 1950. Harriet Tubman -- Established an underground railroad to assist in the escape of slaves to free states and Canada.

Robert C. Weaver -- First Black Cabinet member as Secretary and Urban Development.

Patricia Roberts Harris -- Secretary, U.S. Department of Health and Human Services; Secretary, U.S. Department of Housing and Urban Development; and U.S. Ambassador to Luxembourg.

Roy Wilkins -- Executive director, National Association for the Advancement of Colored People.

Mary McCloud Bethune -- Educator; civic leader; first Black woman to head a Federal office as Director, Division of Negro Affairs of the National Youth Administration, World War II; founder Bethune-Cookman College.

William H. Hastie -- First Black Federal judge and first Black governor of the U.S. Virgin Islands in 1937.

Jane M. Bolin -- First Black female judge.

Baker Motley -- A Black female attorney who participated in the landmark Brown vs. Board of Education desegregation case and who later became the first Black female federal judge.

General Colin Powell -- Former National Security Advisor and first Black Chairman of the Joint Chiefs of Staff.

Barbara Harris -- First Black woman bishop of the Episcopal Church in the Massachusetts diocese.

Hazel O' Leary -- Named Secretary of Energy by President Clinton, the first Black woman to hold a cabinet position outside the fields of health, education, welfare and housing.

Jesse Brown -- Former Vietnam veteran and first Black Secretary of Veteran's Affairs.

Willie Williams -- First Black police chief of Los Angles.

SCIENCE

Benjamin Banneker -- Mathematician, astronomer, publisher of almanacs, inventor of first clock in the United States, member of commission which laid plan of Washington, DC.

Edward Bouchet -- First Black to receive a Ph.D. degree (physics) from an American University Yale, 1876.

George Washington Carver -- Agricultural scientist, botanist.

Ernest E. Just—Cell physiologist.

Charles R. Drew -- Physician, "father" of blood plasma and blood banks.

Percy L. Julian -- Soybean chemist.

Theodore K. Lawless -- Dermatologist.

Daniel Hale Williams -- Physician, surgeon, performed the first successful heart operation.

Leon Roddy -- International authority on spiders.

ENTERTAINMENT

Sidney Poiter -- First Black to win an Academy Award for best actor.

Hattie McDaniel -- First Black to win an Oscar.

Bill Cosby -- First Black to star in a regular television series, I Spy.

Bill Robinson -- Dancer.

Oprah Winfrey -- Actress and talk show moderator.

Woopie Goldberg -- Actress/comedienne.

Leslie Uggams -- Actress

Eddie Murphy -- Actor and comedian.

Arsenio Hall -- Former talk show host.

Montel Williams -- Talk show host.

Denzel Washington -- Actor.

"Spike" Lee -- Producer and director.

Sammy Davis, Jr. -- Actor, dancer and singer.

Morgan Freeman -- Actor.

Ossie Davis -- Actor and playwright.

Ruby Dee -- Actress, pianist and first Black actress in major role at the American Shakespeare Festival.

Carol Gist -- First Black Miss USA -- 1990.

Kenya Moore -- Miss USA - 1993.

Ed Bradley -- First and only Black co-anchor of the popular television news magazine 60 Minutes.

Bryant Gumbel -- Former co-host of The Today Show.

Richard Pryor -- Comedian.

Bernard Shaw -- Co-anchor Cable News Network (CNN).

MUSIC COMPOSERS

W.C. Handy -- Blues.

Scott Joplin and Tom Turpin -- Ragtime.

Harry Lawrence Freeman -- The first Black to write and produce and opera.

Florence B. Price -- First Black woman to win recognition as a composer.

MUSICIANS

Joseph Douglass -- Violin, grandson of Frederick Douglass.

Louis Armstrong -- Jazz, trumpet player.

William "Count" Basie -- Piano.

Charlie Parker -- Jazz, alto saxophone and clarinet player.

Lionel Hampton -- Vibraphones.

Edward Kenny "Duke" Ellington -- Band leader, and piano player.

Thelonius Monk -- Jazz and piano player.

Fats Waller -- Jazz, piano and organ player.

Miles Davis -- Jazz, and trumpet player.

Dizzy Gillespie --Trumpet player.

VOCALISTS

Leotyne Price --First Black international diva who paved the way for classical artists Kathleen Battle and Jessye Norman.

Marian Anderson -- Major concert figure/pioneer classical artist and first Black singer signed by the Metropolitan Opera House.

Paul Robeson, Adele Addison, Martina Arroyo -- Concert artists.

Mahalia Jackson -- Gospel.

Ella Fitzgerald and Billie Holiday -- Jazz.

Charlie Pride -- Country.

Harry Belafonte -- Calypso.

Nat King Cole and Lena Horne -- Popular music in the 40's and 50's.

Steven Wonder and Michael Jackson -- Contemporary music.

Diana Ross -- Singer and entertainer.

Lionel Ritchie -- Singer and song writer.

Aretha Franklin -- Singer and entertainer.

M.C. Hammer -- RAP musician.

LITERATURE / WRITERS

James A. Baldwin -- Go Tell It On The Mountain.

Alex Haley -- Roots.

Langston Hughes -- Not Without Laughter

Zora Neale Hurston -- Autobiography, Dust Tracks on the Road.

Richard Wright -- Native Son.

Chester Himes -- Short story writer, essayist and novelist.

Alice Walker -- Novelist, and poet who won the Pulitzer Prize for literature in 1993 for the book The Color Purple.

Carl Rowan -- Syndicated columnist.

Lorriane Hansbury -- First Black woman to write a Broadway play: "A Raisin in the

Toni Morrison -- Novelist and Princeton professor who won the Pulitzer Prize for the historical novel Beloved in 1988.

Ralph Ellison -- Influential Black writer and author of The Invisible Man, 1952.

POETS

Phillis Wheatley -- Early American poet.

Nikke Giovanni -- "Princess of Black Poetry."

Ntozake Shange -- Chorepoem, author and playwright, For Colored Girls Who Have Considered Suicide When The Rainbow's Not Enuf.

Gwendolyn Brooks -- First Black woman Pulitzer Prize winner for poetry.

Maya Angelou -- Black poet famous for her autobiography, I Know Why The Caged Bird Sings.

Margaret Walker Alexander -- Poet, novelist known for influential poem: "For My

SPORTS

Alice Coachman -- First Black woman to win an Olympic gold medal for the high jump in 1948.

Wilma Rudolph -- First Black woman to win three gold medals in a single Olympiad in the 100/200 meter dash and 400 meter relay in 1960.

Florence Griffith-Joyner -- Runner and Olympic Gold Medalist 1988.

Jackie Joyner-Kersee -- Runner and Olympic Gold Medalist 1992.

O.J. Simpson, Rosey Grier, "Mean" Joe Greene, Bill Willis, Gale Sayers, Marion Motley, James Brown (football).

Walter Payton -- NFL Hall of Famer and all time career leader in rushing yards and touchdowns.

Althea Gibson -- First Black female to win U.S. Tennis Association championship, 1957, and the Wimbeldon Women's Singles Title, 1957.

Arthur Ash -- First Black man to win Men's Singles Title at Wimbeldon, only Black man to be laid in state in the Virginia State Capitol after his heath from AIDS in 1993.

Lee Elder -- Golf.

Pele -- Soccer.

George Foreman, Joe Louis, Floyd Patterson, Mike Tyson, Evander Holyfield, Muhammed Ali, Joe Frazier Sugar Ray Robinson and Sugar Ray Leonard -- Boxing.

Charles Dumas -- The first athlete to high jump over seven feet, four gold medals. Jesse Owens -- Olympic track star, four gold medals, 1936.

Kareem Abdul-Jabbaar, Wilt Chamberlin, Bill Russell, Julius "Dr J" Erving, Ervin "Magic" Johnson, Michael Jordan, Shaquille O'Neal, Charles Barkley, Patrick Ewing Oscar Robinson, Clyde Drexler, and David Robinson -- Basketball.

John Roosevelt "Jackie" Robinson -- First Black major league baseball player, first Black player elected to Baseball Hall of Fame; Roy Campanella (Baseball Hall of Fame); Henry "Hank Aaron (broke Babe Ruth's home run record, 1974; holds 18 major league records); Willie Mays (Baseball Hall of Fame, hit 660 home runs in his 22-year career); Raymond "Hooks" Dandridge, Josh Gibson (elected to Baseball Hall of Fame from the Negro League); Frank Robinson (first Black manager of a major league team); "Bo" Jackson and Dieon Sanders (firsts two Black athletes to demonstrate excellence in two competitive sports—football and baseball).

BUSINESS

Booker T. Washington -- (educator, slave-born founder of Tuskegee Institute and the National Negro Business League); Samuel Fraunces (successful tavern owner, New York City 1770's); Paul Cuffe (shipper/merchant, New England, 1790-1810); James Wormley (hotel proprietor, Washington, DC, 1800's); George E. Johnson (Ultra-Sheen Hair Products, first Black-owned corporation listed on a national stock exchange); Leroy Callender (consulting engineer); John Sengstacke (newspaper publisher); Henry G. Parks, Jr. (founded sausage company); A. G. Gaston (Birmingham businessman); H.C. Haynes (barber/inventor of the razor strop, 1899); Wally Amos (talent agent and president of the Famous Amos Chocolate Chip Cookie Company); John Harold Johnson (editor/publisher, Ebony, Jet, Negro Digest).

INVENTORS

Garrett Augustus Morgan -- Invented the gas mask, safety hood, automatic traffic light, first human hair straightened. He received a gold medal for using his invention as he dramatically saved the lives of miners who were trapped in a fallen tunnel. Granville T. Woods -- Patented more than 60 items, many of which were used by railroads, including a device which powered trains by electricity rather than steam); Elijah McCoy -- Invented the self-lubricating machine, "The Real McCoy."

Benjamin Banneker -- In 1771 invented the alarm clock.

Lewis Latimer -- Invented and patented the first practical electric light bulb that used a carbon filament.

M.B. Rhodes -- Patent the "water closet" which pave the way for modern-day indoor toilets.

Lloyd Hall -- Patented the process that reduced the curing time for bacon form several weeks to just a few hours.

W. Johnson -- Invented the egg beater.

Mme. Jenkins -- Invented Aunt Jemima's pancake flour.

J. Hawkins -- Invented the gridiron, know today as the oven rack.

Norbert Rilljeux's -- Revolutionized the sugar industry by patenting a multiple vacuum evaporation process the turned cane juice into white sugar crystals. This process is also used in the manufacture of condensed milk, soap, glue, gelatin and in the recovery of waste liquids in distilleries and paper factories.

William B. Purvis -- Patented several paper bag machines, as well as metal cutters on wax paper an aluminum foil boxes.

Sarah Boone -- Invented the ironing board, with its collapsible leg support.

Jan Matzeliger -- Revolutionized the shoe industry when he invented the shoe-lasting machine thereby enabling shoe manufacturers to attached the top of shoes to their soles by machines. This was the first machine to mass produce shoes. Prior to that time, it had been done by hand.

A. L. Rickman -- Invented overshoes.

William Hampton -- His discoveries led to the vulcanizing of rubber with which to make automobile tires.

Granville Woods -- Was often called the "Black Edison." He held over 35 patents on electro-mechanical devices which he sold to American Bell Telephone, General Electric, and Westinghouse Air Brake. His inventions help to improve telegraphy and telephone instruments.

- C.B. Brooks -- Invented the mechanical street sweepers.
- P.B. Downing -- Responsible for inventing the mailboxes.
- O. Dorsey -- Invented the door-holding device that helps to relieve the burden of someone opening and closing the door, when a large group of people or furniture is moving in or out the building.
- T.B. Pinn -- Invented the file holder. A wooden prototype of today's modern file cabinets.

J L. Love -- Pencil sharpener.

Lewis Latimer -- Locking rack for hats, coats and umbrellas. Better known today as the portable coat rack.

L.P Ray -- Dust pan.

T.W. Stewart -- Mop.

G.T. Sampson -- Clothes dryer.

S.R. Scottron -- Curtain rod.

W.S. Grant -- Curtain rod support.

J.A. Burr -- Lawn mower.

Frederick McKinley Jones -- Invented the first practical truck refrigeration unit that helped to change the food transport industry in the country.

Augustus Jackson -- Ice cream-making process.

Hydram Thomas -- A Saratoga chef, invented the potato chip.

Jones and Long -- Invented the bottle cap.

George F. Grant -- Golf tee."

J.W. Batts -- Luggage carrier.

A.C. Richardson -- Invented the apparatus used to lower the casket into the grave. Henery Brown -- Strong box.

George Washington Carver -- His work with the peanut, soybean and sweet potato contributed so importantly to the agriculture and industry. Responsible for many inventions to include the dye.

Charles Drew -- A pioneer in the field of Blood Plasma preservation.

NOTE: George Washington Carver and Dr. Charles Drew were the only two of virtually dozens of Blacks scientist-inventors and scholars whose genius has contributed to our society as we know it today. Unfortunately, Dr., Drew died from injuries sustained as the results of a car accident in North Carolina, because they refuse to treat him at a white hospital.

SOURCE: Original article taken from the St. Louis Post-Dispatch February 1990.

Written By: Edda R. Pittman, St. Louis, MO Contributor: Judy Peoples, Kansas City, MO.

FIFTY YEARS OF CHANGE FOR BLACK AMERICA

For fifty years the Johnson Publishing Company, publishers of Ebony magazine, has served the Black community of this country. Their Golden Anniversary edition was published in November 1992. The following calendar of events in Black history was taken from that edition. These dates represent milestones in the struggle for civil rights by Black Americans:

50 EVENTS THAT CHANGED BLACK AMERICA

- 1. March 7, 1942 -- First Black cadets graduate from flying school at Tuskegee, Alabama. In June 1943, the first squadron of Black aviators, the 99th Pursuit Squadron, flew its first combat mission, strafing enemy positions on the Italian island of Pantelleria.
- 2. November 1, 1942 -- John H. Johnson, editor of Supreme Life Insurance Company newsletter, organizes Johnson Publishing Company and publishes first issue of Negro Digest.

- 3. November 3, 1942 -- William L. Dawson is elected to Congress from Chicago. On August 1, 1944, Adam Clayton Powell, Jr. of Harlem became the first Black congressman from the East.
- 4. April 3, 1944 -- The Supreme Court rules in Smith v. Alllwright the "White primaries" could not exclude Black voters.
- 5. April 24, 1944 -- The United Negro College Fund is incorporated.
- 6. April 25, 1945 -- The United Nations is founded at San Francisco meeting attended by Black American consultants, including W.E.B. DuBois, Mary McLeod Bethune, Ralph J. Bunche and Walter white.
- 7. May 8, 1945 -- Germany surrenders on V-E Day, Japan surrendered on September 2, V-J Day, ending World War II. A total of 1,154,720 Blacks were inducted into the armed services. Many returned to America and attended college with the GI Bill of Rights benefits.
- 8. October 23, 1945 -- Brooklyn Dodgers sign Jackie Robinson and send him to their Montreal farm team. On April 15, 1947, Robinson made his debut at Ebbetts Fields and became the first Black in the Major Leagues in modern times.
- 9. November 1, 1945 -- Founding of Ebony Magazine marks the beginning of a new era in Black-oriented journalism.
- 10. March 21, 1946 -- Kenny Washington signs with the Los Angeles Rams and becomes the first Black player in professional football in 13 years. Three other Blacks—Woody Strode of the Rams and Ben Willis and Marion Motely of the Cleveland Browns—signed in the same year.
- 11. June 3, 1946 -- U.S. Supreme Court (Irene Morgan v. Commonwealth of Virginia) bans segregation in America.
- 12. December 5, 1946 -- President Harry S. Truman creates the landmark Committee on Civil Rights. In October 1947, the committee issued a formal report, "To Secure These Rights," which condemned racism in America.
- 13. July 26, 1948 -- In response to widespread Black protest and a threat of civil disobedience, President Truman issues two executive orders ending racial discrimination in federal employment and requiring equal treatment in the armed services.
- 14. September 18, 1948 -- Ralph J. Bunche is confirmed as acting United Nations mediator in Palestine. On September 22, 1950, Bunche was awarded the Nobel

Peace Price for his successful mediation of the Israeli-Palestine conflict. He was the first Black to win a Nobel Prize.

- 15. November 1, 1951 -- Publication of the first issue of Jet Magazine by Johnson Publishing Company marks the beginning of a new era of weekly news coverage in Black America.
- 16. May 17, 1954 -- In a unanimous decision, the Supreme Court outlaws segregation in the public school system. Landmark Brown v. Board of Education decision sounded death knell for legal segregation in the United States.
- 17. May 10, 1955 -- Chuck Berry records "Maybelline," which played major role in development of rock 'n' roll. Berry and other Black stars, notably Muddy Waters and Little Richard, were the major musical influences on the Beatles and others white groups.
- 18. December 5, 1955 -- Historic Bus Boycott begins in Montgomery, Ala. Rosa Parks sparked the boycott when she refused (December 1) to give her bus seat to a white man. The Rev. Martin Luther King, Jr. was elected president of the boycott organization.
- 19. March 6, 1957 -- Independence celebration of Ghana marks the beginning of the end for colonial rule in Africa.
- 20. August 29, 1957 -- U.S. Congress passes Civil Rights Act of 1957, the first federal civil rights legislation since 1875.
- 21. September 25, 1957 -- Nine Little Rock, Ark., schoolchildren are escorted to Central High School by federal troops, ending efforts to thwart court-ordered integration.
- 22. December 17, 1959 -- The founding of Motown Records helps change the understanding, marketing and promotion of Black popular music.
- 23. February 1, 1960 -- Four North Carolina A&T students begin the Sit-in Movement at the lunch counter of a Greensboro, N.C. five-and dime store.
- 24. May 4, 1961 -- Thirteen "Freedom Riders" begin bus trip through the South to test compliance with laws banning segregation in interstate transportation. Black and White riders were bombed and savagely beaten, but their movement ended segregation interstate transportation facilities.
- 25. October 1, 1962 -- Escorted by 12,000 federal troops, James Meredith enters the University of Mississippi, ending the state's defiance of federal law.

- 26. June 12, 1963 -- Medgar Evers, NAACP field secretary in Mississippi, is assassinated in front of his home.
- 27. August 28, 1963 -- 250,000 people participate in the March on Washington, the biggest civil rights demonstration ever.
- 28. September 15, 1963 -- Four Black girls are killed in the bombing of Sixteenth Street Baptist Church in Birmingham.
- 29. July 2, 1964 -- Civil Rights Bill, with public accommodations and fait employment sections, is signed by President Lyndon B. Johnson.
- 30. August 20, 1964 -- President Johnson signs Economic Opportunity Act, initiating the "war on poverty."
- 31. February 21, 1965 -- Malcolm X, charismatic Black nationalist leader, is assassinated at the Audubon Ballroom in Harlem. Three Blacks were later convicted and sentenced to life imprisonment.
- 32. March 21, 1965 -- Thousands of marchers, led by Martin Luther King, Jr. and protected by federal troops, complete the first leg of the Selma-to-Montgomery march.
- 33. August 6, 1965 -- President John signs the Voting Rights Bill which authorized the suspension of literacy tests. Federal examiners were sent to the South under provisions of the bill.
- 34. August 11, 1965 -- An insurrection starts in the Watts section of Los Angels and rages for six days. The Watts insurrection was the first in a wave of major disturbances that forced a national reappraisal of racism in America.
- 35. January 18, 1966 -- Robert Weaver is sworn in as secretary of housing and urban development and becomes the first Black member of a presidential cabinet.
- 36. October 2, 1967 -- Thurgood Marshall becomes the first Black member of the U.S. Supreme Court.
- 37. November 7, 1967 -- Carl Stoked of Cleveland and Richard Hatcher of Gary become the first Blacks elected mayor of major U.S. cities.
- 38. February 29, 1968 -- The National Advisory Commission on Civil Disorders (the Kerner Commission) says in formal report that White racism is the root cause of the riots in American cities.

- 39. April 4, 1968 -- Martin Luther King, Jr. is assassinated by White sniper in Memphis. The assassination triggered a national crisis with rioting in more than 100 cities and calls for racial renewal and repentance. President Johnson declared a day of mourning.
- 40. April 20, 1968 -- U.S. Congress passes Civil rights Bill banning racial discrimination in the housing market and making it a crime to interfere with civil rights workers.
- 41. January 23-30, 1977 -- The ABC-TV dramatization of Alex Haley's "Roots" becomes the highest-rated drama in TV history and sparks a national "roots" craze.
- 42. November 2, 1983 -- President Ronald Reagan changes his mind and signs a bill designating the third Monday in January of each year as a federal holiday in honor of Martin Luther King, Jr. Millions celebrated the first holiday on January 20, 1986.
- 43. November 3, 1983 -- The Rev. Jesse L. Jackson, president of Operation PUSH, announces that he will run for U.S. President. His campaign generated unprecedented fervor. In his second bid for the presidency in 1988, he captured four states primaries.
- 44. September 20, 1984 -- The Cosby Show premieres on NBC-TV and changes the image of African-Americans and the viewing habits of White Americans.
- 45. September 21, 1989 -- Gen. Colin L. Powell is confirmed by the Senate as the chairman of the Joint Chiefs of Staff.
- 46 November 7, 1989 -- L. Douglas Wilder of Virginia becomes the first Black elected governor.
- 47. January 24, 1991 -- The spreading AIDS epidemic is called a major health threat to African-Americans by the U.S. Centers for Disease Control. Officials said the disease, which forced a major re-evaluation of sexual relationship, was the leading cause of death among African-American women 15 to 44 years old in New York State and New Jersey. African-American leaders cited the danger to addicts using infected needles and called for safe sex practices.
- 48. March 3, 1991 -- Videotaped beating of motorist Rodney G. King by White Los Angeles police officers sparks an international uproar. Four White officers were indicated on March 14.

- 49. June 27, 1991 -- Supreme Court Justice Thurgood Marshall announces his retirement and decries the increasingly direction of the Court. On July 1, President Bush nominated Clarence Thomas, a conservative Black on the U.S. District of Columbia Court of Appeals, to fill the vacant seat. Thomas, who was opposed by major civil rights groups, was confirmed by a narrow 52 to 48 margin after Attorney Anita Hill, a Black woman who had worked for him at the Equal Employment Opportunity Commission, accused him of sexual harassment. Judge Thomas denied the charge but the Judiciary Committee bearing set the stage for the Year of the Woman political races in 1992.
- 50. April 29, 1992 -- Acquittal of four White police officers in the Rodney case sparks biggest U.S. riot since the urban explosions during the Civil War. Federal troops were called out to quell rebellion. The LA Corner's Office said 58 person died during the disturbances.

LESSON NUMBER: 18

TASK: Asian-American Experience

STANDARD: 1. Define Asian-American.

- 2. Discuss Origins of the Asian-Americans.
- 3. Discuss the Historical Perspective of the Asian-Americans.
- 4. Discuss Contemporary Asian-American Issues.
- 5. Discuss the Social Structure of Asian-Americans.
- 6. Discuss Values and Backgrounds Affecting Asian-Americans.
- 7. Discuss Asian-Americans in the U.S. Military.

1. Definition. DOD Directive 1350.2, an Asian or Pacific Islander is a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands.				
2. Population. In 1970, 1.5 million. 1980, 3.7 million. By 1990. 7.2 million,				
3. Immigration:				
a. Chinese:				
b. Japanese:				
c. Filipinos:				
d. Koreans:				
4. Significant contributions				
5. Legislation affecting Asian-Americans.				
a. 1852, Foreign Miners Tax.	b. Naturalization Act of 187.			
c. The Chinese Exclusion Act, 1882.	d. 1892, Geary Act.			
e. The Gentleman's Agreement of 1907	. f. 1913, Alien Land Act.			
g. 1922, Cable Act.	h. Exclusionary Immigration Act of 1924			
i. Tiddings-McDuffie Act, 1934.	j. May 3d, 1942, Executive Order 9066:			
k. 1952, Walter-McCarren Act:	9000.			
6. Stereotypes:				
7. Social Structure:				
a. Chinese:				
b. Japanese:				

c. Korean:	
d. Filipino:	
8. Asian languages:	
a. Chinese:	b. Japanese:
c. Korean:	d. Filipino:
9. Religion:	
a. Chinese:	b. Japanese:
c. Korean:	d. Filipino:
10. Other considerations:	
11. Current issues:	

STUDENT HANDOUT #18-1 FAMOUS ASIAN-AMERICANS

POLITICS

Doris Matsui and Shirley Sagawa - First Asian-American members of President Clinton's sub-cabinet.

Dennis Yao - One of five Federal Trade Commissioners selected by President Bush in 1991.

Hiram L. Fong, Spark M. Matsunga, and Daniel Ken Inouye - U.S. Senators.

Robert Matsui, Daniel K. Akaka and Patsy Takemoto Mink - U.S. Representatives.

Samuel Ichiye Hayakawa - U.S. Senator, college president, and author.

SCIENCE

Jokichi Takamine - Chemist, first to isolate adrenaline.

Hideyo Murayama - Isolated syphilis germ.

Dr. An Wang - Computer wizard.

Satori Kato - Chemist, invented instant powdered coffee.

Dr. May Stone - First Chinese woman to graduate from an American medical school.

Ananda Chakrabarty - Pioneer in genetic engineering.

Dr. Yuan Lee - Professor at the University of California, Berkeley, who won the Nobel Prize in chemistry in 1986.

Dr. Samuel Ting - Nobel prize winner in physics in 1976.

LTC Ellison Onizuka - Flew aboard the first Defense Department shuttle mission in January 1985 and later died aboard the Challenger in 1986.

ENTERTAINMENT

Lea Salonga - Star on Broadway play "Miss Saigon."

Joan Chen - Actress.

Bruce Lee - Actor in marital arts films.

Kam Fong - Actor in "Hawaii 50."

Sessue Hayakawa - Actor in "Bridge on the River

George Takei - Actor in "Star Trek."

Dr. Haing S. Ngor - Oscar winning actor in "The Killing Fields."

Connie Chung - First Asian-American to report nationally for a television network.

Jon Yune - Comedian.

Seiji Ozawa - Conductor of the Boston Symphony Orchestra.

Kyung-Wha Chung - World famous violinist.

SPORTS

Yokozuna," Japan's top Sumo wrestler.

Kristi Yamaguchi - 1992 Olympic Gold Medalist in women's figure skating.

Charlie Pung, Richard Tanabe, Sandra Nitta, Linda Jezek, Evelyn Kawamoto, Ford Konno, and Yoshinaba Oyakawa - Swimmers and Olympic medalists.

Vicki Manalo Draves - In 1948, was first woman in Olympic history to win two gold medals in diving.

Dr. Sammy Lee - Diving champion.

Tiffany Chin - Youngest ice skater ever to win the Junior World Figure Skating Title. Harold Sakata and Tommy Kono - Olympic weight lifters.

James Yoshinori - Boxer.

Patrick Mitsugi Burris, Nicki Yonezuki, Craig Agena, and LTC Paul K. Maruyama, USAF - Judo champions.

Michael Chang - Youngest male winner of the French Open tennis tournament in 1989.

BUSINESS

Rocky Aoki - Founder of Benihana of Tokyo restaurant chain.

Joe Shoong - Founder of National Dollar Stores chain.

Rick Inatome - Founded Inacomp Computer Corp.

Gerald Tsai, Jr. - Chairman of American Can Co., first Chinese-born American citizen to head a major, old-line U.S. corporation.

CONTRIBUTIONS

Japanese cherry blossom trees were planted in Potomac Park in Washington, D.C., in 1912 as a gift from the people of Tokyo.

Cherries were cultivated in China approximately 4,000 years ago, but a Chinese immigrant named Bing developed the Bing Cherry in 1875.

Some Asian words which have become part of the American language: tea, typhoon, tong, kumquat, kowtow, and honcho (from han-cho meaning squad leader).

Chop Suey was developed in the U.S. in an attempt to recreate authentic Chinese food without proper cooking utensils, ingredients, or seasonings.

Chow Mein is also an American dish, first prepared by Chinese railroad workers in San Francisco.

LESSON NUMBER: 19			
TASK: Jewish	TASK: Jewish-American Experience		
STANDARD:	 Describe the historical persion Describe the Jewish identiting Describe the concepts of July Describe the Jewish culture Explain Anti-Semitism Explain the current relations Define the contemporary is 	y. udaism. e. ships.	
1. Concept of	Judaism:		
2. Early Jewish	n History:		
3. Immigration:			
a. 1654-18	329, 23 people.	b. 5,000 by 1829.	
c. 1820-18	380.	d. 1880-1924	
4. Legislation.			
5. State of Isra	el.		
6. The impact of	of a separate state of Israel on J	lewish-Americans:	
a. Jewish-	Americans stayed in America, b	ut supported Israel with money and skills.	
b. Philanth	ropic and financial support, and	skills.	
7. The state of included:	Israel also had an impact on no	n Jewish Americans. Some of these	
a	·		
	, the American Counsel on High ence on college entrance applic	er Learning recommended the elimination of ations.	
8. Jewish religi	ions:		
a. Orthodo b. Reform:			

	c. Conservative:	
9. T	raditional definitions	of a Jew is the following:
	a. Born of a Jewish	·
Rab	b bi).	of Judaism, approved by a recognized Rabbi (only Orthodox

- c. Contemporary definition (could be by any Rabbi).
- d. Lineage from either parent.
- e. As long as the child is raised in a Jewish traditions, according to the reformed Jewish community.
- 10. Judaism. Its values and ethics:
- a. The inherent dignity and importance of all of humankind, derived from the belief that we are all made in the image of God;
 - b. The equality of all people rooted in our common descent from Eve and Adam;
- c. The capacity of all people, given the will and the right educational tools, to improve themselves;
- d. The concept of wealth as representing that which is God's and which is given to human owners in a trust relationship, a trust which requires sharing of the wealth with the less fortunate;
- e. The attendant special concern which God has mandated for the poor, the widow, the hungry, and the orphan;
- f. The belief that a society or state is created to serve the needs of its citizens, not vice versa;
- g. The existence of certain laws (the seven Noachide laws) which were regarded as essential to any civilized society;
 - h. The rule of law to which even the highest human ruler is accountable;
- i. Freedom of choice and concomitant responsibility of each person for his or her actions:

	j. The paramo	unt obligation	of individuals	and societies	to pursue	justice,
righ	nteousness and	"darkei shalor	n."			

11. Jewish Culture:

a. The Torah (Bible).

b. The Talmud (Law).

c. Mitzvah.

d. One God.

e. Covenant.

f. Dietary Laws (Kashrut).

12. Celebration and Holidays.

a. Sabbath.

b. Rosh Hashanah.

c. Yom Kippur.

d. Sukkot.

e. Simchat Torah.

f. Chanukah.

g. Purim.

h. Pesach.

i. Shavuot.

13. Jewish families are nuclear families. The roles of the Jewish women are reflected below:

ORTHODOX	CONSERVATIVE	REFORM	
Separate Worship	Congregational Choice	Full Participation, Family	
		Seating	
Minyan-male (Quorum	nyan-male (Quorum Minyan-choice Congregation		
or 10)		(any number)	
Bris (Circumcision)	Bris Naming Ceremony	Naming Ceremony	
Bar Mitzvah	Bat Mitzvah	Bat Mitzvah	
Lineage (religious/	Lineage Contemporary	Contemporary Definition	
tradition)			
Rabbis-men	Women Rabbis Since 1983	Women Rabbis Since 1972	
		(Sally Priesland was the first)	

- 14. Anti-Semitism. Discrimination or prejudice against Jews; hostility towards Jews. Some of the mutual help associations include:
 - a. B'nai B'rith (1943).

b. Hebrew Immigrant Aid Society (1981

- c. American Jewish Committee (1906). d. Anti-defamation League of B'nai B'rith (1913).
- 15. Jewish contemporary issues:
 - a. Social/Political.
 - b. Cultural.
 - c. Military service.

STUDENT HANDOUT #19-1 JEWISH-AMERICAN CONTRIBUTION

Jewish-Americans have participated in all aspects of American life. They have made notable contributions in the fields of medicine, science, law, education, literature, music, and art. Like any other minority, to ignore their influence and impact from the American experience is not only to change it but to diminish what America is today. There are many books written on their contributions. Here we will highlight some of these contributions.

LAW, GOVERNMENT, AND THE SOCIAL SCIENCES

Senator Jacob Javits - U.S. Senator from New York.

Admiral Hyman Rickover - Father of the U.S. Navy nuclear submarine program.

Erick Formm - Psychoanalyst and social philosopher.

Louis D. Brandies, Benjamin Cardozo, Arthur Golberg, Ruth Bader Ginsburg, and Felix Frankfurter - U.S. Supreme Court Justice.

Henry Kissinger - Secretary of State.

Alan M. Dershowitz - Harvard law professor and attorney.

Samuel Gompers - Founder of the American Labor Movement and the American Federation of Labor.

LITERATURE

Isaac Bashevis Singer - Yiddish writer who won the Nobel Prize in literature in 1978. Arthur Miller - Playwright and author Received the Pulitzer Prize for "Death of a Salesman," and a "View from the Bridge."

Bernard Malamud - Writer who won the Pulitzer in 1966 for "The Fixer."

Saul Bellow - Writer who won the Nobel Prize in literature in 1976.

Allen Ginsburg, and Emma Lazarus - Poets.

Herman Wouk Leon Uris, J.D. Salinger, Philip Roth, Irving Wallace, Art Buchwald, Norman Mailer, and Elie Wiesel - Writers.

Joseph Pulitzer - Journalist and publisher who established the "Pulitzer Prize."

MUSIC, ART, AND ENTERTAINMENT

Irving Berlin, Aaron Copeland, George Gershwin, Marvin Hamlisch, Stephen Sondheim, and Art Garfunkel - Musical composers.

Leonard Bernstein - Musical composer and Director of the New York Philharmonic. lassc Stern - Violin virtuoso.

Danny Kaye, George Burns Harry Houdini, Al Johnson, Milton Berle, Zero Mostel and the Marx Brothers - Actors.

Bob Dylan - Musician, composer, and singer.

Isaac Stern, Beverly Sills and Valdimir Horowitz - Classical musicians.

Gilda Radner - Actress.

Phil Slivers, Kirk Douglas, Dustin Hoffman, Richard Dreyfuss and Henry Winkler - Actors.

Barbara Streisand - Actress, singer, film director.

Lenny Bruce - Comedian.

Sammy Davis, Jr. - Comedian, actor, singer.

Bette Midler - Actress, singer.

Mel Brooks - Comedian, film director, writer.

Woody Allen - Actor, film director, writer.

Arthur Fiedler - Conductor of the Boston Pops.

Andre Previn - Conductor, composer, pianist.

Louise Nevelson - Sculptor.

Bob Dylan and Neil Diamond - Singers.

Louis B. Mayer, David Selznik, Otto Preminger, Mike Nichols and Steven Spielberg - Movie producers.

MEDICINE AND SCIENCE

Casimir Funk - Physician who discovered vitamins.

Jonas Salk - Epidemiologist who developed a vaccine against polio.

Albert Einstein - Physicist who changed our perception of the universe with his development of the theory of relatively. Won Nobel Prize for Physics in 1922.

Judith Resnick - The first Jewish-American woman astronaut. She was killed in the explosion of the space shuttle, Challenger.

Harold E. Vermus - Microbiologist and educator who won the Nobel Prize in medicine in 1989 for his work in genetic research.

Jerome I. Friedman - Physicist who won the Nobel Prize in physics in 2990 for showing that protons and neutrons were composed of quarks.

Harry M. Markowitz - Economist who won the Nobel Prize in 1990 for the work in investment strategies.

J. Robert Oppenheimer - Physicist who managed the "Manhattan Project" that developed the Atomic Bomb during World War II.

Isaac Asimov - Scientist and Author.

Jonas Salk - Polio

Selman Waksman - Antibiotics, Nobel Prize Winner.

LABOR AND INDUSTRY

Samuel Gompers - Founder and president of the American Federation of Labor. David Dubinsky -Helped to establish the International Ladies Garment Workers' Union.

David Sarnoff - Started as a messenger boy and rose to the head of RCA, Radio Corporation of America.

SPORTS

Max Baer, and Maxie Rosenblum - Boxing Hank Greenburg, and Sandy Koufax - Baseball Nat Holman, and Red Auerbach - Basketball Mark Spitz - Swimming Sid Luckman - Football

JEWISH-AMERICAN MILITARY PARTICIPATION

One of the claims anti-Semites, or those not well informed, have made what was that Jewish-Americans do not serve in the military. The record shows quite a different picture. During the last two World Wars, Jewish-Americans have not only served with distinction but in numbers exceeding their percentage of the population. When the new Jewish immigrants came to this country over a century ago, many were fearful that perhaps this new land would make them at best only second class citizens. When the wars came, however, they joined the ranks like all other ethno-Americans and laid their blood on the field of battle as if they were first class citizens. If participation in battle is considered a test of one's loyalty, then Jewish-Americans are very loyal citizens.

They stories that can be told about Jewish-American participation and heroism in battle are many. These were achieved despite the anti-Semitism that many service members experienced while serving their country. There are many books on the subject; however, we will only highlight some of the Jewish-American contributions.

MILITARY HIGHLIGHTS

Revolutionary and Pre-Civil War: There were about 2,000 Jews living in America during the time of the Revolutionary War. Beginning a trend that was to continue to modern times, the majority of eligible Jewish males participated in the war. they left an interesting history behind them.

There was a predominantly Jewish company form South Carolina. This happened quite by accident. It appears that the region from which this company originated was mostly populated by Jews.

Some famous Jewish combatants of the Revolutionary War are Captain Richard Lushington, Lieutenant Colonel David S. Franks, Lieutenant Colonel Solomon Bush, and Ensign Mordecai Davis.

The first South Carolinian to fall in the Revolutionary War was Francis Salvador, a Jewish-American. He is often called the "Paul Revere" of the South.

After independence was secured, Jewish-Americans continued to participate in the new Army of the United States. Simon M. Levy from Baltimore, Maryland, was appointed a cadet to the first class at the Military Academy of West Point in 1802. The first Jewish-American captain in the United States Navy was Uriah P. Levy. He served with distinction in the War of 1812 and was instrumental in abolishing corporal punishment in the Navy. He experienced much anti-Semitism during his service, and as a consequence reflective of the time, had to fight many duels. Many of those serving with him thought that, as a Jew, he was unfit to hold such a high rank. Other Jewish-Americans that served during the War of 1812 were Commodore John Ordroneux and Captain Mordecai Myers.

Some highlights of the Jewish-American participation in the United States War with Mexico are:

Surgeon general David de Leon from South Carolina, twice took command of combat soldiers on the battlefield who lost their own commanders. He received a special citation from Congress for this heroic action.

Other combatants of this war include Colonel Leon Dyer, Israel Moses, and General David Emanuel Twiggs.

The Civil War and After: All wars are sad, but perhaps the Civil War was the saddest war in which Americans have fought. This war literally was brother fight against brother. The losses on both sides were tremendous, as both sides fought valiantly for the causes they believed in. Jewish-Americans, like all other Americans, shared in that tragedy on both sides of the field, both Americans fought in the Civil War, 8,400 for the Union and 10,000 for the Confederacy. Some highlights are:

Seven Jewish-Americans were awarded the Medal of Honor in the Union Army.

Several Jewish-Americans rose to the rank of general. Frederick Knefler, a volunteer private at the beginning of the war, was the first Jewish brevet major general.

Edward S. Salomon, who became governor of the Washington Territory after the war, was famous for his courage in the Battles of Fredrickson, Mainfordville, and Gettysburg

Philip J. Joachimson was a New York District Attorney who secured the first anti-slavery conviction. He was instrumental in organizing the 59th New York Volunteer Regiment. He served as a lieutenant colonel in the Regiment and was later promoted to brigadier general.

The banking firm of Seligman Brothers provided financial support to the Union Army during the war.

The same Surgeon General David de Leon that fought valiantly in the United States war against Mexico earlier was the first Surgeon General of the Confederacy.

Judah Philip Benjamin served both as Secretary of War and Secretary of State for the Confederacy.

The Army of the Confederate States of America (CSA) had at least 23 Jewish-American staff officers.

Captain Levi Myers Harby, Navy-CSA, distinguished himself in the defense of Galveston.

The first Jewish chaplain, Jacob Frankel, was appointed by Presidential order on September 10, 1862. Up to this time, the military only appointed Christian clergy as chaplains.

After the war the nation proceeded to heal its wounds. Unfortunately there were those that refused to recognize the contributions Jewish-Americans made on both sides of that war. As a response to unfounded statements that Jewish-Americans do not fight for their country, the Hebrew Union Veterans Organization was founded on March 15, 1896. This organization was a forerunner to the Jewish War Veterans of the United States of America. The latter is recognized as the oldest veteran's organization in America.

The Spanish-American War saw a total of 300, 000 Americans fighting. This was approximately 0.4 percent of the general population. About 5,000 Jewish-Americans saw service in this war, representing 0.5 percent of the Jewish population of the country. Among those Jewish-Americans who participated, there were 30 Army officers and 20 Naval officers. The 2 percent casualty rate of the war was similar to the Jewish casualty rate. Adolph Marix commanded the U.S. battleship Maine shortly before it was sunk. Jewish-Americans were also to be found among the "Rough Riders." Jacob Wilbusky was the first to be killed in an early skirmish.

World War I. A summary of the war record of Jewish-Americans in World War I: Total population of the United States in 1917 103,690,473

Jewish population in the United States in 1917 3,389,000

Total number in the Armed Forces of the United States 4,355,000

Jews serving in the Armed Forces of the U.S. (approximate) 250,000

Percentage of Jews in the total population	3.27%
Percentage of Jews in the Armed Forces	5.73%

DISTRIBUTION AMONG SERVICES

Infantry Artillery Cavalry Engineers Signal and Aviation Ordnance Quartermaster Other Branches	35.7% 11.6% 1.5% 4.2% 6.5% 2.4% 8.9% .6%			
CASUALTIES				
Dead (approximate) Wounded (approximate)	3,500 12,000			
COMMISSIONED OFFICERS				
Army Generals Colonels and Lieutenant Colonels Majors Captains Lieutenants	1 94 404 1,504 6,000			
Navy Miscellaneous (including one Admiral)	1,013			
Marines Miscellaneous (including one General)	161			
Total	9,177			
DECORATIONS				
Congressional Medal of Honor Distinguished Service Medals and Crosses Other decorations, citations, and awards	3 147 982			

Total

1,132

SOURCE: Jewish War Veterans of the United States of America

World War II. A summary of the war record of Jewish-Americans participants in World War II.

Total Population of the United States	135,000,000
Total Jewish population of the United States	4,500,000
Total number in the Armed Forces of the United States	13,000,000
Jews serving in the Armed Forces of the United States	550,000
Percentage of Jews in the total population	3.33%
Percentage of Jews in the Armed Forces	4.23%

DISTRIBUTION AMONG SERVICES

Army	80%
Infantry	.7%
Other Ground Forces	8.5%
Air Corps	33.5%
Navy	17%
Marine Corps	2%
Coast Guard	1%

CASUALTIES

Dead (approximate)	11,000
Wounded (approximate)	40,000

DECORATIONS

Medal of Honor 2
Distinguished service Medals and Crosses and Navy Crosses 157
Silver Star 1,600
Other decorations, citations and awards 50,242

Total 52,000

About 60% of all Jewish physicians in the United States under 45 years of age were in the Service.

Multiple Family Contributions:

4 Jewish families contributed 8 members each 12 Jewish families contributed 7 members each 19 Jewish families contributed 6 members each (These figures are approximate)

SOURCE: Jewish War Veterans of the United States of America

The saga of Jewish-Americans fighters continues to the present.

Approximately 150,000 Jewish-Americans saw service during the Korean War. In Vietnam, about 30,000 Jewish-Americans served. Among them was Major General Ben Sternberg. Colonel Jack H. Jacobs won the Medal of Honor for heroism in Vietnam. According to early figures complied by the National Museum of Americans served in the Gulf War. Out of an overall force of about 500,000, this represents approximately 2 percent of the force.

STANDARD: 1. Define Discrimination. 2. Explain the Characteristic of Discrimination. 3. Explain Related Causes of Discrimination Behaviors. 4. Define Racism and Sexism. 5. Define Prejudice. 6. Explain power, and its Relationship to Discrimination. 1. There are four basic concepts that define behavior or actions which violate the Army's EO/EEO policies. They are: d. . 2. Prejudice. A negative attitude or feeling toward certain groups based upon faulty and inflexible generalizations. 3. Acting out prejudice. The measures that individuals or groups will take to act out their prejudice translate into five basic levels of action: d. . e. Extermination or genocide. 4. Racism. Any attitude or action by an individual, group or institution to subordinate another person or group because of skin color or other physical traits associated with a particular group. a. Personal or individual racism. b. Institutional racism. 5. Sexism. An attitude of superiority or inferiority because of gender differences. Sexism is defined as an attitude, behavior, or conditioning that fosters stereotypes of social roles based on sex or gender. 6. Discrimination. The act or ability to discriminate or make a difference or clear distinction.

LESSON NUMBER: 20

TASK: Discrimination and Power

C	·	d	·
e	.	f	
others in the relationship	psychologically ve; with power,	and/or behaviora prejudiced individual	duals can discriminate and
a. Formal power.		b. Informal pov	/er.
			are available to all the leaders. of these bases are important and
a	Power.	b	Power.
C	_ Power.	d	Power.
e	_ Power .	f	Power.
9. Misuse and abuse of	power:		
a	This could b	e like discounting	g one's ability to be influential.
bappearance of absorbing	Maintaining tasks or roles	one's own respo from other people	nsibilities while giving the e.
c or selectively distributing		taining informatio	n in order to be the 'only source'
da higher position, rank, or	_	meone or someo	ne's style or techniques who hold
e wider more general area		n a narrow specif	ed piece of information to a
frelationship.	Doing favors	s for someone to	create a debtor-creditor
gkeeping many competito	Rewarding pressive and the second contractions	people only for log single promotion	alty and manipulating people by or position.
10. Related causes of di	scriminatory be	haviors:	

a	 	 •
b	 	
c	 	
Ч		

11. Institutional discrimination. Within the military, institutional discrimination could be defined as any systemic or functional practices that discriminate or manifest unequal treatment because of race, color, national origin, religion, or gender.

LESSON NUMBER: 21 TASK: Racism and Sexism STANDARD: 1. Define racism and sexism. 2. Identify factors in development of racism and sexism. 3. Identify relationship of power bases. 4. Identify examples of racist and sexist behaviors. 5. Identify strategies for combating racism and sexism. 1. Racism and sexism. The transformation of prejudice, based on race or gender through the exercise of power and authority against the group defined as inferior by individuals and institutions or organizations with the intentional or unintentional support of the culture. Personal racism or sexism is an attitude of superiority, coupled with an act to subordinate an individual, because of their race or gender. 2. Factors in the development of racism and sexism. b. . a. Contact. d. Social Visibility. f. _____. e. _____. g. Sex-Role Socialization. Personal racists and sexists behaviors: b. . a. . d. _____. f. _____. e. . g. _____ language. h. _____. j. _____ 4. Factors that support racism and sexism:

b. to norms.

d. _____.

a. _____ groups.

C. .

a.	. Ineffective use of abilities.			
b.	. Adverse impact on national income.			
C.	Deviant behavior is acted out.			
d.	. Innergroup tensions in the community,	which may lead to violence		
e.	. Adverse impact on the United States'	position in world affairs.		
6. Str	6. Strategies for combating racism and sexism.			
a.	·	b		
C.	·	d		
e.	·	f		
a.	. Commander's responsibility.			

5. Social problems created by racism and sexism:

LESSON NUMBER: 22

TASK: Prevention of Sexual Harassment

STANDARD: 1. Define Sexual Harassment.

- 2. Define the Army's Policy on Sexual Harassment.
- 3. Explain the Categories of Sexual Harassment.
- 4. Explain the Elements of Sexual Harassment.
- Define Sexual Harassment Behaviors.
- 6. Explain the Sexual Harassment Checklist.
- 7. Explain the Techniques to Deal with Sexual Harassment.
- 8. Explain the Administrative Actions.
- 1. Army's Policy that Defines Sexual Harassment. The policy of the Army is that sexual harassment is unacceptable conduct and will not be tolerated. Army leadership at all levels will be committed to creating and maintaining an environment conducive to maximum productivity and respect for human dignity. Sexual harassment destroys teamwork and is detrimental to combat readiness. The Army bases its success on mission accomplishment. Successful mission accomplishment can be achieved only in an environment free of sexual harassment for all personnel.
- a. The prevention of sexual harassment is the responsibility of all. Leaders set the standard for soldiers and DA civilians to follow.
- b. Sexual harassment negatively affects combat readiness. Any person in a supervisory or command position who uses or condones any form of sexual behavior to control, influence or affect the career, pay or job of a military member or civilian employee is engaging in sexual harassment. Similarly, any soldier or civilian employee who makes deliberate or repeated unwelcome verbal comments, gestures, or physical contact of a sexual nature is engaging in sexual harassment.
- 2. Categories of sexual harassment:
 - a. Quid Pro Quo.
 - b. Hostile Environment.
- 3. Related elements of sexual harassment.
 - a. Impact vs. Intent:
 - b Reasonable Person Standard:

4.	Sex	cual harassment behaviors.
	a.	Verbal.
	b.	
	C.	Physical contact.
5.	Sex	kual harassment checklist.
	a.	Is the behavior sexual in nature?
	b.	Is the behavior unwelcome?
	C.	Does the behavior create a hostile or offensive environment?
со		Have sexual favors been demanded, requested, or suggested; especially as a on of employment or career and job success?
6.	Indi	vidual techniques in dealing with sexual harassment.
	a.	Keep a Diary or Daily Journal.
	b.	Talk With Leaders or Co-workers.
	C.	Use an Intermediary Spokesperson.
	d.	Write a Letter. It should contain three parts:
		(1) Objective description of behaviors/incidents which you find offensive.
		(2) How you are affected by the behavior.
		(3) What you want the harasser to do to correct the problem.
	e.	Confront the Harasser.
	f.	Report the Harassment to the Chain of Command.
7.	Rep	percussions of sexual harassment. Administrative Actions:
	a.	Mandatory counseling.
	b.	Additional training.

- c. Denial of certain privileges.
- d. Rehabilitative transfer.
- e. Letter of admonishment/reprimand.
- f. Relief for cause.
- g. Adverse performance evaluation.
- h. Bar to reenlistment.
- i. Separation.
- j. UCMJ.

STUDENT HANDOUT #22-1 ARMY POLICY ON SEXUAL HARASSMENT

DEFINITION OF SEXUAL HARASSMENT

Sexual harassment is defined in AR 600-20 as a form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- a. Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, or career, or
- b. Submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person, or
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creates an intimidating, hostile, or offensive environment.

The definition emphasizes that workplace conduct, to be actionable as "abusive work environment" harassment, need not result in concrete psychological harm to the victim. The conduct need only be so severe or pervasive that a reasonable person would perceive, and the victim does perceive, that the work environment is hostile or abusive. Workplace is an expansive term for military members and may include on or off duty, 24 hours a day.

Any person in a supervisory or command position who uses or condones any form of sexual behavior to control, influence, or affect the career, pay, or job of a military member or civilian employee is engaging in sexual harassment. Similarly, any military member or civilian employee who make deliberate or repeated unwelcome verbal comments, gestures, or physical contact of a sexual nature in the workplace is also engaging in sexual harassment.

ARMY POLICY ON SEXUAL HARASSMENT

The policy of the United States Army is that sexual harassment is unacceptable conduct and will not be tolerated.

The Army is totally committed to creating and maintaining an environment conducive to maximum productivity and respect for human dignity. The vision of America's Army as an effective force, trained and ready to fight and win, demands reaffirmation of a commitment to a work and duty environment free of sexual

harassment for all personnel, whether civilian or military, in the active and reserve components.

The Army is an organization of people, and its success is based on their ability to perform in an environment of mutual respect, dignity, and fair treatment. This demands zero tolerance of sexual harassment.

Sexual harassment is defined in law and regulation as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature which is made a term or condition of a person's job, is used as a basis for employment decisions affecting that person, creates a hostile or abusive environment or interferes with the performance of a soldier or civilian of America's Army.

Individuals who perceive they are being sexually harassed by supervisors, superiors, co-workers, or peer should make it clear that such behavior is offensive and report the harassment to an appropriate authority or office. It is the responsibility of every leader--military or civilian--to examine allegations of sexual harassment and take necessary action to ensure that these matters are addressed swiftly, fairly, and effectively.

We know that you will support the Army's continuing commitment to eradicating sexual harassment in the Army and exhibit the highest level of professional behavior and courtesy that the nation expects.

STUDENT HANDOUT #22-2 SEXUAL HARASSMENT BEHAVIORS SUBJECT TO UCMJ ACTIONS

BEHAVIOR	ART	OFFENSE
Making sexual comments	89	Disrespect toward a superior
or gestures		commissioned officer
	91	Insubordinate conduct toward WO or NCO
		Provoking speeches or gestures
	117	Indecent language
	134	
Offering rewards for sexual favors	134	Bribery and graft
Making unsolicited and	134	Indecent assault
unwelcome sexual contact with		maccont accaunt
intent to satisfy lust or sexual		
desire		
Threatening the career, job, or	127	Extortion
salary of others unless they	134	Communicating a threat
"cooperate"		
Engaging in or condoning sexual	92	Failure to obey an order or regulation
harassment behaviors	133	Conduct unbecoming an officer
Influencing or threatening the	93	Cruelty and maltreatment
career, pay, or job of others in		
exchange for sexual favors		
Sexual intercourse was done by	120	Rape and carnal knowledge
force and without consent (A		
husband can be punished for		
raping his wife)		
Sexual intercourse with a female	120	Rape and carnal knowledge
under 16 years of age who is not		
his wife (commonly known as		
statutory rape)		
Unnatural sexual intercourse with	125	Sodomy
another person of either gender		
or animal	407	E to do
Threatening another to obtain	127	Extortion
unlawfully anything of value -		
sometimes known as blackmail	124	Adulton
General Actions	134	Adultery
		Assault to commit rape or sodomy.
		Bribery and graft Wrongful Cohabitation
		Fraternization
		Indecent acts of liberties with a child
		Indecent acts of liberties with a child Indecent exposure
		Indecent exposure Indecent acts with another
		Pandering and prostitution
		i anaoning and production

LESSON NUMBER: 23 TASK: System/Victim Focus 1. Define Victim Focus. STANDARD: 2. Learn Steps in Blaming the Victim. 3. Describe Factors that Promote Blaming the Victim. 4. Define System Focus. 5. Describe Methods to Prevent Victim Focus. 1. Victim focus. A reactive problem-solving approach which narrowly defines social problems in terms of the victims. It sees the victim as the cause of the problems, and focuses on how we can fix the victims and integrate them back into the system. In other words, there is sometimes a tendency to "blame the victim" rather than looking at the entire picture to determine exactly what the problem is. 2. Steps in blaming the victim. a. Identify a social problem. b. Study those affected and determine how they are different. Define the differences as the cause. d. Assign someone or something to correct the differences.

c. Acceptance of the victimization.

a. _____.

3. Social factors that promote blaming the victim.

4. System focus. A proactive problem-solving approach which broadly defines social problems as being part of, or caused by, the system, organization, society, or community. We look at the system which produces the victims, and address the problem by determining how we can change or improve the system as well as the victims, to prevent further problems.

,	change or improve the system as well as the vi
5. Why is System Focus	not commonly used:
a	<u> </u>

	b. Victim desires	·	
	C	process.	
6. Methods to prevent victim focus:			
	a	·	
	h Assessment an	nd	

LESSON NUMBER: 24

TASK:	Religious Accommodations	
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4. Requests an accommodation.

STANDARD: 1. Define Army policy on religious accommodation.

- 2. Define religious discrimination.
- 3. Discuss nine elements of religious discrimination.
- 4. Identify four categories of religious practices that can conflict with military duties.
- 5. Explain the procedures for requesting religious accommodations.
- 6. Discuss commanders actions on requests for religious accommodation.
- 1. Religious discrimination is defined as: Any action, intended or unintended, that unlawfully or unjustly results in unequal treatment of a person or groups based on religion and for which distinctions are not rational considerations.

2.	2. Elements of religious discrimination are:			
	a	the religious beli	efs of others.	
	b. Religious jokes/	/slurs.		
	C	services.		
	d	prayer.		
	e	people by their re	eligion.	
	f. Not associating with people because of their religious beliefs			
	g. Not making arrangements to provide alternative services.			
	h. Lack of			
3.	3. Religious practices that can conflict with military duties.			
	a	·	b	
	C		d	
	e	·	f	

- a. The religious group with which the soldier is affiliated.
- b. Members of that religious group.
- c. Persons who are acquainted with the soldier and with the soldier's religious practices. Statements by chaplains or staff judge advocates might be included.
 - d. Type of accommodation requested.
- e. Statement from the soldier acknowledging that the soldier understands the accommodation, if approved, is valid only for this unit and this commander.
- 5. Commanders who receive requests for accommodation will determine:
- a. Consider the high value the Army places on the rights of its members to observe their respective religious beliefs.
- b. If the request is sincere and religion based. Only sincere religious based practices will receive consideration.
- c. If the requested religious practice would have an adverse impact on military readiness, unit cohesion, standards, health, safety, or discipline.
 - d. The religious importance of the accommodation to the requester.
 - e. The cumulative impact of repeated accommodation of a similar nature.
 - f. Alternative means available to meet the requested accommodation.
- g. Previous treatment of the same or similar requests, including treatment of similar requests made for other than religious reasons.
- 6. Commanders who receive requests for accommodation may approve the request, disapprove the request, or forward the request through the chain of command for action or recommendations. Requests disapproved should contain specific reasons why the accommodation was not approved.
- 7. Pending a decision on the soldier's request for accommodation, commanders should consider one of the following interim measures:
- a. Excuse the soldier from duties or activities that conflict with the soldier's religious practices because of the nature or hours of those duties or activities.

- b. Require the soldier to perform alternative duties that do not conflict with the soldier's religious practices.
- c. Require the soldier to perform normal duties during hours that do not conflict with the soldier's religious practices.
 - d. Grant the accommodation temporarily until a final decision is made.

STUDENT HANDOUT #24-1 RELIGIOUS ACCOMMODATION REQUEST

1. Sample format for requesting accommodation of a religious medical request:

(Letterhead)

Office Symbol (Date)

MEMORANDUM FOR COMMANDER, (Unit Address)

SUBJECT: Request for Accommodation of Religious Practice

- 1. Under AR 600-20, paragraph 5-6, I request accommodation of my religious medical practice. I desire to (*list religious medical practice(s) requested*).
- 2. The following enclosures are provided to assist the commander to evaluate my request:
- a. Official statements extracted from documents of my religious faith group or statements on official letterhead from leader(s) of my faith group pertaining to my religious medical practice(s).
 - b. Statements from members of my religious faith group.
- c. Statements from others who know me and the religious medical practice/requirements of my faith group.
- 3. I fully understand the accommodation, if approved, is valid only for this unit and this commander.
- 4. Copies of this request may be retained in Government records.

Encls

JOHN L. DOE SPC, 111-11-1111 2. Sample format for requesting an exception to wear and appearance policies as an accommodation of religious practices:

(Letterhead)

Office Symbol (Date)

MEMORANDUM FOR COMMANDER, (*Unit Address*)

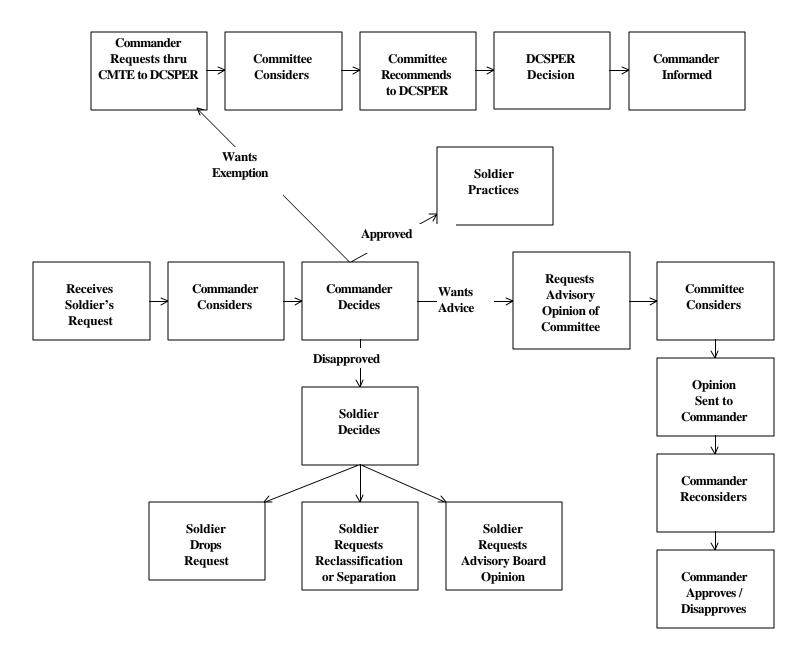
SUBJECT: Request for Exception to Wear and Appearance Standards Based on a Religious Practice.

- 1. Under AR 600-20, paragraph 5-6, and AR 670-1, I request an exception to wear and appearance policies as an accommodation of religious practices. These practices require me to (describe your needs and how they conflict with military requirements).
- 2. The following enclosures are provided to assist the commander to evaluate my request:
- a. Official statements extracted from documents of my religious faith group or letters written on official letterhead from leader(s) of my faith group pertaining to requirements of practices of my religious faith group.
 - b. Statements from members of my religious faith group.
- c. Statements from others who know me and the practices/requirements of my faith group.
- 3. I fully understand the accommodation, if approved, is valid only for this unit and this commander.
- 4. Copies of this request may be retained in Government records.

Encls

JOHN L. DOE SPC, 111-11-1111

STUDENT HANDOUT #24-2 REQUEST FOR RELIGIOUS ACCOMMODATION FLOW CHART



LESSON NUMBER: 25

TASK: Extremism and Extremist Organizations

STANDARD:

- 1. Define the Army's Policy on extremism.
- 2. Explain the Restrictions on Participation in Extremist Organizations.
- 3. Describe the Definitions of Terms Related to Extremism.
- 4. Explain the Prohibitions with Regard to Extremism.
- 5. Explain the Training Responsibilities of the Commander with Regard to Extremist Organizations and Activities.
- 1. Impact on the unit and the mission.

a. Command	suffers.	
b	of groups is a logical product of this type of activity within a unit	
c. Undermines	among unit members.	
daffected.	is hampered and mission accomplishment can be seriously	

- e. Unnecessary efforts are required to recover from a neglected situation and time is lost.
- 2. Policy. It is the policy of the US Army to provide equal opportunity and treatment for all soldiers without regard to race, color, religion, gender, or national origin. Based on this philosophy, participation in extremist organizations or activities is inconsistent with the responsibilities of military service. Military personnel must reject participation in extremist organizations and activities. Extremist organizations and activities are one that advocate racial, gender, or ethnic hatred or intolerance; advocate, create, or engage in illegal discrimination based on race, color, gender, religion, or national origin; advocate the use of force or violence, or unlawful means to deprive individuals of their rights under the United States Constitution or the laws of the United States or any State; or advocate or seek to overthrow the Government of the United States, or any States by unlawful means.
- 3. Prohibitions.
 - a. Participating in a public demonstration or rally;
- b. Attending a meeting or activity with knowledge that the meeting or activity involves an extremist cause when on duty, when in uniform, when in a foreign country (whether on or off duty or in uniform), when it constitutes a breach of law and order, when violence is likely to result, or when in violation of off-limits sanctions or a commander's order;

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		raising
U.	ı ana	Taionia.
_		raising;

- d. Recruiting or training members (including encouraging other soldiers to join);
- e. Creating, organizing, or taking a visible leadership role in such an organization or activity; or
- f. Distributing literature on or off a military installation with the primary purpose and content of which concerns advocacy or support of extremist causes, organizations, or activities and it appears the literature presents a clear danger to the loyalty, discipline, or morale of military personnel, or if the distribution would materially interfere with the accomplishment of a military mission.

4. Terms and definitions.
a Any person(s) maintaining the ideology, quality, state of being or position of being superior to all others in something.
b A person who advocates the use of force or violence; advocates supremacist causes based on race, ethnicity, religion, gender, or national origin; or otherwise engages to deprive individuals or groups or their civil rights.
c. Extremist Organizations. A group which advocates the use of force or violence, advocates supremacist causes; based on ethnicity, religion, gender, or national origin; or otherwise engages in efforts to deprive individuals or groups of their civil rights.
d A systematic body of concepts especially about human life or culture; a way of thinking used by a group or individual to express their beliefs and social values.
e A body of soldiers not permanently organized in time of peace. Many militia organizations have been formed because of their objection to national government (anti-democratic) policies or programs.
f A group of individuals who band together, usually along racial or ethnic lines. Generally, gangs are prone to violent behavior.
5. Recruitment and Affiliation.

a. Recognizable hate symbols and paraphernalia are usually hidden until a recruit is hooked on the validity of the ideology.

b. Some groups raise yo gain expertise and knowledg	_	eir ideology and then they enter the military to
6. Extremist groups and orgation following categories:	anizations. Extre	emist groups generally fall into one of the three
Jews are the descendants of chosen people," and the son	Satan, and whits of Adam and the	ollowers of this ideology tend to believe the se Anglo-Saxons are the true Israelites, "God's ne descendants of the Lost Tribes of Israel. eousness with God the head of the
(1) Ku Klux Klan.		(2) Neo-Nazi.
(3) Aryan Nation.		(4) Identity Movement Churches.
(5) New Jerusalem	Fellowship.	(6) Church of Jesus Christ Christian.
(7) Church of the Cr	eator.	
		he Christian Conservative "Identity" s grounded in Biblical interpretation.
(1) Separatists (Nat	ionalist).	(2) Third Position (Aryan Socialism).
(3) Neo-Nazi Skinhe	eads.	(4) Fifth Era.
is the major theme of the Pat Anglo-Saxon, "American-type	riot-Survivalist g culture" which t	. Protection of basic Constitutional freedoms roups. It is more so the preservation of the the founders of our nation secured for all as who do not hold the same beliefs are often
(1) Racial Survivalis	t.	(2) Posse Comitatus.
(3) Populist.		(4) Militias.
7. Militias:		
8. Tattoos:		
engaging in or participating in	n any other activ	the authority to prohibit military personnel from ities the commander determines will morale within the command. This includes,

but is not limited to, the authority to order the removal of symbols, flags, posters, or other displays from barracks, to place areas or activities off-limits, or to order soldiers not to participate in those activities that are contrary to good order and discipline or morale of the unit or pose a threat to health, safety, and security or military installation.

10. Command Options:

- a. UCMJ action. Possible violations include:
 - (1) Article 92 -- Riot or breach of peace.
 - (2) Article 117 -- Provoking speeches or gestures.
- (3) Article 134 -- General article, specifically, conduct which is prejudicial to the good order and discipline or service discrediting.
- b. Involuntary separation for unsatisfactory performance or misconduct, or for conduct deemed prejudicial to good order and discipline or morale.
 - c. Reclassification actions or bar to reenlistment actions, as appropriate.
- d. Other administrative or disciplinary action deemed appropriate by the commander, based on the specific facts and circumstances of the particular case.
- 11. Command Responsibilities. Any soldier involved with or in an extremist organization or activity, such as membership, receipt of literature, or presence at an event, could threaten the good order and discipline of a unit. In any case of apparent soldier involvement with or in extremist organization or activities, whether or not is a violation of the prohibitions in subparagraph (2), commanders must take positive actions to educate soldiers, putting them on notice of potential adverse effects that participation in violation of the Army policy may have upon good order and discipline in the unit and upon their military service. These positive actions include:
- a. Educating soldiers regarding the Army's equal opportunity policy. Commanders will advise soldiers that extremist organization's goals are inconsistent with the Army goals, beliefs, and values concerning equal opportunity.
 - b. Advising soldiers any participation in extremist organizations or activities:
- (1) Will be taken into consideration when evaluating their overall duty performance to include appropriate remarks on evaluation reports.
- (2) Will be taken into consideration when selections for positions of leadership and responsibility are made.

	(3) Will result in removal of security clearances, where appropriate.
appr	(4) Will result in reclassification actions or bar to reenlistment actions as ropriate.
12.	Commander's Responsibilities:
;	a. Understand what their service members positions are.
ĺ	b. Be alert for indicators of extremist ties or behaviors.

- c. Enforce policies on participation.
- d. Educate and counsel service members on understanding of policy.
- e. The commander or a military installation or other military controlled facility under the jurisdiction of the United States shall prohibit any demonstration or activity on the installation or facility that could result in interference with or prevention of orderly accomplishment on the mission of the installation or facility, or present clear danger to loyalty, discipline, or morale of the troops. Furthermore, such commanders shall deny requests for the use of military controlled facilities by individuals or groups that engage in discriminatory practices involving such practices.
- f. Commanders should seek the advice and counsel of their legal advisor when taking actions pursuant to this paragraph.

a.	b.
C.	d.
e.	f.
a.	h.

g.

13. Training on extremist activities and organizations.

STUDENT HANDOUT #25-1 ARMY POLICY ON EXTREMIST ORGANIZATIONS AND ACTIVITIES

Participation in extremist organizations or activities is inconsistent with the responsibilities of military service. It is the policy of the U.S. Army to provide equal opportunity and treatment for all soldiers without regard to race, color, religion, sex, or national origin. Enforcement of the Army's equal opportunity policy is a responsibility of command, is vitally important to unit cohesion and morale, and is essential to the Army's ability to accomplish it's mission. It is the commander's responsibility to maintain good order and discipline in the unit. Every commander has the inherent authority to take appropriate actions to accomplish this goal. This paragraph identifies prohibited actions by soldiers involving extremist organizations or activities, discusses the authority of the commander to establish other prohibitions, and establishes that violation of the prohibitions contained in this paragraph or those established by a commander may result in prosecution under various provisions of the Uniform Code of Military Justice (UCMJ). This paragraph must be used in conjunction with DOD Directive 1325.6, Subject: Guidelines for Handling Dissident and Protest Activities Among Members of the Armed Forces.

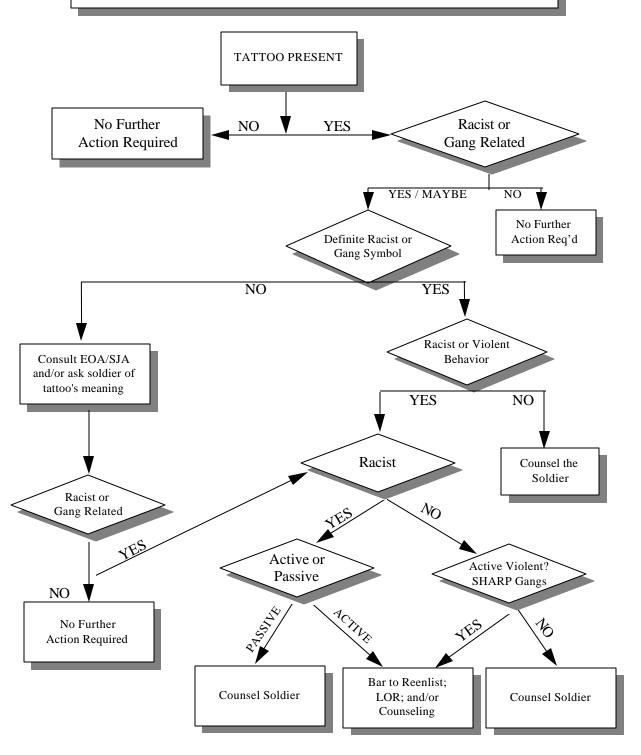
- a. Participation. Military personnel must reject participation in extremist organizations and activities. Extremist organizations and activities are one that advocate racial, gender or ethnic hatred or intolerance; advocate, create, or engage in illegal of or use force or violence or unlawful means to deprive individuals of their rights under the United States Constitution or laws of the United States or any State; or advocate or seek to overthrow the Government of the United States, or any States by unlawful means.
- b. Prohibitions. Soldiers are prohibited from following actions in support of extremist organizations or activities. Penalties for violations of these prohibitions include the full range of statutory and regulatory sanctions, both criminal (UCMJ) and administrative.
 - (1) Participating in a public demonstration or rally;
- (2) Attending a meeting or activity with knowledge that the meeting or activity involves an extremist cause when on duty, when in uniform, when in a foreign country (whether on or off duty or in uniform), when it constitutes a breach of law and order, when violence is likely to result, or when violation of off-limits sanctions or a commander's order;
 - (3) Fund raising;
- (4) Recruiting or training members (including encouraging other soldiers to join);

- (5) Creating, organizing, or taking a visible leadership role in such an organization or activity; or
- (6) Distributing literature on or off a military installation the primary purpose and content of which concerns advocacy or support of extremist causes, organizations, or activities and it appears that the literature presents a clear danger to the loyalty, discipline, or morale of military personnel, or if the distribution would materially interfere with the accomplishment of a military mission.
- c. Command authority. Commanders have the authority to prohibit military personnel from engaging in or participating in any other activities that the commander determines will adversely affect good order and discipline or morale within the command. This includes, but is not limited to, the authority to order the removal of symbols, flags, posters, or other displays from barracks, to place areas or activities off-limits (see AR 190-25), or to order soldiers not to participate in those activities that are contrary to good order and discipline or morale of the unit or pose a threat to health, safety, and security of military personnel or a military installation.
- d. Command options. Commander's options for dealing with a soldier's violation of the prohibitions include --
 - (1) UCMJ action. Possible violations include --
- (a) Article 92 -- Violation of or failure to obey a lawful general order or regulation (for example, participation in demonstrations, distribution of literature without approval, or unlawful discrimination).
 - (b) Article 116 -- Riot or breach of peace.
 - (c) Article 117 -- Provoking speeches or gestures.
- (d) Article 134 -- General article, specifically, conduct which is prejudicial to good order and discipline or service discrediting.
- (2) Involuntary separation for unsatisfactory performance or misconduct, or for conduct deemed prejudicial to good order and discipline or morale.
 - (3) Reclassification actions or bar to reenlistment actions, as appropriate.
- (4) Other administrative or disciplinary action deemed appropriate by the commander, based on the specific facts and circumstances of the particular case.

- e. Command responsibility. Any soldier involvement with or in an extremist organization or activity, such as membership, receipt of literature, or presence at an event, could threaten the good order and discipline of a unit. In any case of apparent soldier involvement with or in extremist organizations or activities, whether or not violative of the prohibitions in subparagraph b, commanders must take positive actions to educate soldiers, putting them on notice of the potential adverse effects that participation violation of Army policy may have upon good order and discipline in the unit and upon their military service. These positive actions include -
- (1) Educating soldiers regarding the Army's equal opportunity policy. Commanders will advise soldiers that extremist organizations' goals are inconsistent with Army goals, beliefs, and values concerning equal opportunity.
- (2) Advising soldiers that any participation in extremist organizations or activities:
- (a) Will be taken into consideration when evaluating their overall duty performance, to include appropriate remarks on evaluation reports.
- (b) Will be taken into consideration when selections for positions of leadership and responsibility are made.
 - (c) Will result in removal of security clearances, where appropriate.
- (d) Will result in reclassification actions or bar to reenlistment actions as appropriate.
- (3) The commander of a military installation or other military controlled facility under the jurisdiction of the United States shall prohibit any demonstration or activity on the installation or facility that could result in interference with or prevention of orderly accomplishment of the mission on the installation or facility, or present a clear danger to loyalty, discipline, or morale of the troops. Further, such commanders shall deny requests for the use of military controlled facilities by individuals or groups that engage in discriminatory practices or for activities involving such practices.
- f. Commanders should seek the advise and counsel of their legal advisor when taking actions pursuant to this paragraph.

STUDENT HANDOUT #25-2 Tattoo Decision Matrix

TATTOO DECISION SUPPORT MATRIX



LESSON NUMBER: 26

TASK: Climate Assessments

STANDARD: 1. Define climate assessment.

- 2. Define the purpose of a climate assessment.
- 3. Identify the conditions which assessment are conducted.
- 4. Identify the indicators of a unhealthy EO climate.
- 5. Explain the principles of leaders and EOLs.
- 1. The purpose of a climate assessment is to provide the leadership a "picture" of a unit as it is perceived by members of the organization as it relates to race, gender, color, religion, national origin, and sexual harassment.
- 2. Knowing the purpose prior to conducting the assessment goes a long way in determining key elements that will affect the climate assessment process. These key elements include:
 - a. The desired outcome.
 - b. The scope and sequencing of events.
 - c. Resources and required time schedules.
 - d. Action planning and intervention strategies.
- e. The following is a discussion of five of the more common conditions that require climate assessments.
- (1) AR 600-20 requires commanders to conduct a unit climate assessments within 90 days of assuming command (180 days for Reserve Components) and annually thereafter.
 - (2) Command Directed
 - (3) Driven by Events
 - (4) Staff Assistance Visit
 - (5) Monitoring Affirmative Actions.
- 3. Tools to assess climate.
 - a. Military Equal Opportunity Survey.

- b. Command Climate Survey.
- c. Supplement any survey efforts with individual and group interviews, the analysis of unit records and statistical information (awards, promotions, reenlistment, incidents of misconduct resulting in punishment under the Uniform Code of Military Justice (UCMJ), and with complaint reports).
- 4. Common conditions that are indicators of a EO climate that is not healthy.
- a. Perceptions by soldiers the EO complaint process is not working or supported by the chain of command.
 - b. Sexual or racial jokes are prevalent.
 - c. Increase in the number of EO complaints.
 - d. Polarization of groups.
 - e. Use of abusive words and display of offensive symbols.
 - f. Low morale.
 - g. Discriminatory practices in surrounding civilian community.
 - h. Poor personal appearance by soldiers.
 - i. Poor military courtesy by soldiers.
 - j. Increased number of AWOLs.
 - k. Claims of unfairness in promotions.
 - I. "Cutting in" at dining facilities with the aid of members of one's own group.
 - m. Increase in incidents of thefts, robberies, and assaults.
 - n. Frequent fights.
 - Increase in the volume and nature of rumors.
 - p. Unwillingness to communicate between superior and subordinates.
 - q. Increase in requests for transfer.

- 5. Principles for conducting climate assessments.
 - a. Leaders must be capable and competent in dealing with EO issues.
- b. If leaders only act on problems they perceive are important, they will appear complacent.
- c. Spend as much time identifying and developing what is right about the unit as well as those things that are perceived to be wrong.
 - d. Treat perceptions not as real issues but as having real consequences.
- e. Treat minor EO allegations and infractions with the same degree of sensitivity and sincerity as those that are more severe.
 - f. EO awareness is seeing the impact of what is said, seen, or done.
 - g. An effective open door policy is an open mind behind the door.
 - h. Develop a positive course of action even when complaints are unsubstantiated.
 - i. Leaders must know the environment in which their soldiers live, work, and play.
 - j. Follow through on all allegations of discrimination and sexual harassment.
 - k. If you are not sure of something or need any type of assistance, contact your EOA.

STUDENT HANDOUT # 26-1 COMMAND CLIMATE SURVEY

COMMAND CLIMATE SURVEYCOMMANDER'S GUIDE (VERSION 1.4)

- 1. PURPOSE. The attached Command Climate Survey provides you with a tool for reviewing the climate of your unit, such as an assessment upon assumption of command IAW AR 600-20 (Army Command Policy). Unit "climate" factors such as leadership, cohesion, morale, and the human relations environment have a direct impact on the
- effectiveness of your unit.
- 2. SCOPE. The Command Climate Survey briefly addresses 20 climate areas (question numbers in parentheses): Officer leadership (1), NCO leadership (2), Immediate supervisor (7), Leader accessibility (4,5), Leader concern for families (16), Leader concern for single soldiers (17), Unit cohesion (3,6), Counseling (8), Training (9), Racist materials (10), Sexually offensive materials (11), Stress (12), Training schedule (13), Sponsorship (14), Respect (15), Unit readiness (18), Morale (19), Sexual harassment (20), Discrimination (21), and Reporting harassment/discrimination incidents (22). Additional questions on gender and race are asked. Space is provided for comments on unit strengths and areas most needing improvement.
- 3. USE. The survey is designed as a self-contained, stand-alone tool for you as a commander. You will administer the survey, score or tally the results, and conduct your own analysis to assess your unit's current climate. The survey results may provide indicators of strengths and issues in your unit. As a commander, you should use additional methods to assess the unit climate, such as observations, personal interviews, reports, and other unit data.

4. ADDITIONAL INSTRUCTIONS.

- a. Administration Procedures. All basic steps are performed at the unit level:
- (1) Make copies of the 2-page questionnaire which is attached. Staple the pages, if necessary.
- (2) Use a roster to ensure all members of the unit complete the survey.
- (3) Arrange for a time and place for soldiers to complete the 6- to 10-minute questionnaire, ensuring:
- the individual's privacy is protected so responses are anonymous, and
 - there will be no interruptions.

- (4) Explain to soldiers why the survey is being conducted and how the results will be used.
- (5) Distribute a copy of the survey and a blank envelope to each soldier. Instruct the soldiers to complete the survey, place the completed survey in the envelope, and seal it.
- (6) Provide a drop box to facilitate further the anonymity of respondents.
- (7) Score/tally the responses, using the worksheet on the following page.
 - (8) Analyze the data.
 - (9) Summarize the findings.
 - (10) Report the findings to the unit.
- b. Scoring. Use the worksheet on the next page to score/tally the responses for the questionnaire.
- (1) For each question, place a mark in the appropriate box on the worksheet that corresponds to the individual's response. Repeat the process for all questions and for all completed questionnaires.
- (2) Count the NUMBER OF RESPONSES for each of the response categories for a question and enter that count in the appropriate response category column on the worksheet.
- (3) Add the NUMBER OF RESPONSES for all response categories for the question. Enter this number-the TOTAL NUMBER OF RESPONSES for the question--in the column labeled "Total."
- (4) Divide the NUMBER OF RESPONSES for each response category by the TOTAL NUMBER OF RESPONSES, yielding a PERCENT figure for each response category. Enter the PERCENT figure in the appropriate column on the worksheet.
- (5) For Question 21, which allows multiple responses, count the number of persons who answered the question, and use that number for the TOTAL NUMBER OF RESPONSES.
 - c. Analysis.
- (1) Use the Internet (http://www-ari.army.mil -- "Surveys & Data") to access Army-wide data for comparison.
- (2) Use methods such as rank-ordering from highest to lowest to compare the percent figures for similar questions. Do this for both the "positive" (such as Strongly agree/Agree) and "negative" responses (such as Disagree/Strongly disagree).

SCORING WORKSHEET

QUESTION NUMBER	Strongly agree/Agree	Neither agree nor disagree	Strongly disagree/ Disagree
Q1: Officers care	ag. 00,7 (g. 00	disagree	Dioagi de
Q2: NCOs care			
Q3: Junior enlisted care			
Q4: Easy to see CO			
Q5: Easy to see 1SG Q6: Work well together			
Q7: Supervisor example			
Q8: Counseling/coaching			
Q9: Get training needed	No	Yes, once in a while	Yes, frequently,
			very frequently
Q10: Racist materials			
Q11: Sexist materials			
	None/Slight	Moderate	High-Extremely High
Q12: Level of stress			
	14 or more days	8-10 days, 11-13 days	1-3 days, 4-7 days
Q13: Days training schedule posted in advance			
·	Extremely, Very, Moderately helpful	Slightly, Not at all helpful	
Q14: Sponsorship			
, ,	Very great, Great, Moderate extent	Slight extent, Not at all	
Q15: Treated with respect	mederate extern	Cingrit officing 1 for at an	
Q16: Interest in families			
Q17: Interest in single soldiers			
C	Very well, Well, Moderately prepared	Not well, Not at all prepared	
Q18: Perform wartime mission		·	
	Very high, High, Moderate	Low, Very low	
Q19: Own morale			
	No	Yes, not affected	Yes, affected
Q20: Sexually harassed			
·	Marked	Not marked	
Q21. 1 No, not discriminated			
Q21. 2 Yes, racial			
Q21. 3 Yes, religious			
Q21. 4 Yes, gender (sex)			
Q21. 5 Yes, national origin			
	No	Yes	
Q22: Report incident			
	Male	Female	
Q23: Gender			
<u> </u>	Black	White	Other
	Diaon	771110	

Army-wide results are available on the Internet.

COMMAND CLIMATE SURVEY (VERSION 1.4)

SURVEY APPROVAL AUTHORITY: U.S. Army Research Institute for the Behavioral and Social Sciences					1	Strongly disagn		
	Alexandria, VA 22333-5600 Telephone (703) 617-7801, DSN 767-7801 e-mail: APSO@ari.army.mil						Disagree Neither agree nor disagree Agree	
	SURVEY CONTROL NUN RCS: MI	/IBER: PERI-AO-97	7-11					Strongly agree
	INSTRUC						8.	I receive the counseling and coaching needed to advance
Y	OUR OPEN, HONEST RESPONSES	S ARE NEEDED						in my career. 5 4 3 2
·	TO PROVIDE INFORMATION FOR AFFECTING YOUR UNIT.						9.	I receive the training needed to perform my job well. 5 4 3 2
	• The curvey is anonymous						10	
	The survey is anonymous.Only group statistics will be re	ported.					10.	Are racist material(s) displayed by members of this unit? 4. No
	Circle the number to indicate y							3. Yes, once in a while
	for each question.							2. Yes, frequently
	 Put the completed survey in the provided. 	e envelope						Yes, very frequently
	 Place the survey/envelope in t 	he drop box or					11.	Are sexually offensive material(s) displayed by members of
	return it to the person who ga							s unit?
								4. No
								3. Yes, once in a while
	THANK YOU FOR YOUR TI	ME AND COOPERA	AHO	N!				Yes, frequently Yes, very frequently
Dο	you agree or disagree with the fo	ollowing statemen	ts at	oout	· voi	ı		1. Fes, very frequently
	d your unit?	onowing otatomon	.o <u>a.</u>	, , , , , , , , , , , , , , , , , , , 	,,,,,	2	12.	What level of conflict/stress are you experiencing in this un
								6. None
		Stro	ngly	/ dis	agr	ee		5. Slight
		_						4. Moderate
			isaç					3. High
		Neither agree nor	aisa	agre	e	ı		Very high Extremely High
1		Agree		1	ī	ı		1. Extremely riight
ı		1.9.55		'	'	'	13.	Usually, how far in advance do you know the unit training
		Strongly agree						nedule; that is, where <u>you</u> will be
								and what <u>you</u> will be doing?
1.	Officers in this unit care about							5. 14 or more days
	what happens to their soldiers.	5	4	3	2	1		4. 11-13 days
_	NOO : 41: 11							3. 8-10 days
2.	NCOs in this unit care about	_	4	2	2	4		2. 4-7 days
	what happens to their soldiers.	5	4	3	2	1		1. 1-3 days
3.	Junior enlisted members in this						14.	During your last permanent change of station
	unit care about what happens							PCSmove (to this unit), how helpful was this
	to each other.	5	4	3	2	1		unit?
								5. Extremely helpful
4.	It is easy for soldiers in this unit	_		^	^			4. Very helpful
	to see the CO about a problem.	5	4	3	2	1		Moderately helpful Slightly helpful
5	It is easy for soldiers in this unit							Slightly helpful Not at all helpful

	to see the 1SG about a problem.	5	4	3	2	1	
	Members in my work unit work well together as a team.	5	4	3	2	1	(Continued)
	In terms of work habits and on-the-job behavior, my immediate supervisor sets the right example by his/her actions.	5	4	3	2	1	
	To what extent do the persons in your chain with respect? 5. Very great extent 4. Great extent 3. Moderate extent 2. Slight extent 1. Not at all	of co	omm	and	trea	at	 22. I would report an incident of sexual harassment or discrimination to my chain of command. 1. No 2. Yes 23. Are you male or female? 1. Male 2. Female
lead	what extent do the following apply to the ders at your unit or place of duty? Mod		light e ext	exte	t at nt	all 	24. What is your racial/ethnic background?1. Black2. White3. Other (Hispanic, Asian or Pacific Islander,
	e leaders in my unit/ Great ce of duty Very great exte		ent 			 	Native American, Eskimo or Aleut)
16.	show a real interest in the welfare of families.	5	4	3	2	1	
17.	show a real interest in the welfare of single soldiers.	5	4	3	2	1	COMMENTS
18.	Describe how well prepared this unit is to perform its wartime duties/mission? 5. Very well prepared 4. Well prepared 3. Moderately prepared 2. Not well prepared 1. Not at all prepared						Please list three things that are going very well in this unit. 1.
	perform its wartime duties/mission? 5. Very well prepared 4. Well prepared 3. Moderately prepared 2. Not well prepared 1. Not at all prepared How would you rate your current level of morale? 5. Very high 4. High 3. Moderate						in this unit.
	perform its wartime duties/mission? 5. Very well prepared 4. Well prepared 3. Moderately prepared 2. Not well prepared 1. Not at all prepared How would you rate your current level of morale? 5. Very high 4. High						in this unit. 1.
19.	perform its wartime duties/mission? 5. Very well prepared 4. Well prepared 3. Moderately prepared 2. Not well prepared 1. Not at all prepared How would you rate your current level of morale? 5. Very high 4. High 3. Moderate 2. Low	es, i	requ	ests	for		in this unit. 1. 2.
19.	perform its wartime duties/mission? 5. Very well prepared 4. Well prepared 3. Moderately prepared 2. Not well prepared 1. Not at all prepared How would you rate your current level of morale? 5. Very high 4. High 3. Moderate 2. Low 1. Very low Rual harassment is a form of gender discrimination in the prepared unwelcome sexual advance and favors, and verbal or physical conduct of a 600-20).	es, i	requ	ests	for		 this unit. 1. 2. 3. Please list three things that most need

Equal Opportunity refers to the fair, just, and equitable treatment of all soldiers and family members, regardless of race, color, religion, gender (sex), or national origin (AR 600-20).

3.

THANK YOU FOR COMPLETING THIS SURVEY.

 <u>During the last 12 months</u>, have <u>YOU</u> been subjected to discrimination in this unit? CIRCLE ALL THAT APPLY.

- 1. No
- 2. Yes, racial
- 3. Yes, religious
- 4. Yes, gender (sex)
- 5. Yes, national origin

LESSON NUMBER: 27

TASK: Complaint Procedures

STANDARD: 1. Describe the Army's EO Complaint Process.

- 2. Define the types of Complaints.
- 3. Describe the Alternative Agencies.
- 4. Describe the Actions of the Commander.
- 5. Explain the Appeals Process.
- 6. Describe Forms of Reprisal.
- 7. Explain the Military Whistleblower Protection Law.
- 1. The easiest and most effective means of dealing with an EO violation for which you observe is by On-the-Spot Correction.
- 2. Informal Complaint.
 - a. Not required to be filed in writing.
 - b. Resolution at the lowest level possible.
 - c. No requirement for chain of command intervention.
 - d. May not involve the chain of command.
 - e. May use assistance of other unit members, EOLs, or other officials.
 - f. Confidentiality possible (but not guaranteed).

g. Not subject to timeline suspense.	
h. Informal process has good chance	for success.
i. Severity of complaint does not warr	ant formal complaint.
3. Formal Complaint. The decision to file following factors:	a formal EO complaint may be based on the
a. Inability to resolve the complaint inf	formally.
b. Soldier uncomfortable with the info	ormal process.
c. Issue may warrant an official invest d. Soldier wants an official record kep	•
superior officer.	chain command or another
f. Desire of the soldier to use an outs	ide agency or higher echelon commander.
Complaints must be filed within offense.	calendar days from the date of the alleged
5. Personnel or agencies available to ass investigations into EO complaints.	sist with EO complaints. EOR may not conduct
a. A Higher Echelon Commander.	b. Equal Opportunity Advisor (EOA).
c. Chaplain (CH).	d. Staff Judge Advocate (SJA).
e. Provost Marshal (PM).	f. Inspector General (IG).

- g. Community Homefinding Referral h. Medical Agency Personnel. and Relocation Service Office.
- 6. EO Hotline: This hotline is normally used to provide advice and information on discrimination and sexual harassment.
- 7. Actions of the commander or alternative agency in processing complaints:
 - a. Ensure all information on the DA Form 7279-R is complete and accurate.
 - b. Ensure complainant is sworn to the complaint.

- c. Discuss and clarify the nature or basis of the complaint.
- d. Identify additional information (witnesses and other supporting evidence).
- e. Inform soldiers of what will happen next and what role the agency has in attempting to resolve the complaint.
 - f. Acknowledge receipt of the complaint in part I, block 9, DA Form 7279-R.
- g. Commander will forward a brief synopsis of the complaint to the first General Courts Martial Convening Authority in the chain of command.
- h. Commander prepares a written plan to prevent reprisal of complainant, witnesses, etc.
- i. Conduct an inquiry/investigation within _____calendar days (or three weekend drill periods for RC) of refer in _____ calendar days (next drill period) to the appropriate agency, commander of higher echelon commander.
- j. Provide soldiers written feedback within _____ calendar days (three drill periods for RC) on DA Form 7279-R.
- 8. Inquiry/Investigation: Through inquiry or investigation the commander or alternative agency will determine the facts as they pertain to the allegations in the complaint. If, due to extenuating circumstances, an inquiry or investigation cannot be completed in 14 calendar days, an extension of 30 calendar days (or two weekend drill periods) may be approved by the next higher echelon commander. The basic elements of the inquiry/investigative process are as follows:
 - a. Clarify the nature of complaint with related allegation(s).
 - b. Interview witnesses and other appropriate officials.
 - c. Gather, review, and analyze records and other supporting documents.
 - d. Identify and interview technical advisors, e.g., EOA and SJA
 - e. Assess all information and render a decision on findings.
- 9. Actions to Resolve Complaint: Upon completion of the inquiry or investigation the appropriate commander will render a decision. The complaint will be either "substantiated"

10. Unsubstantiated complaints.
a. There was insufficient or no evidence to support the allegation(s).
b. Evidence uncovered during the inquiry or investigation thoroughly disputed the allegation(s).
11. Substantiated complaints.
a. There was sufficient evidence to support the basis of the complaint.
b. There was sufficient evidence to support all or part of the allegation(s).
12. Appeals process.
a. Soldiers have calendar days (next drill period for RC), from the date of notification of the results of the investigation and acknowledgment of the actions of the command to resolve the complaint to submit an appeal.
b. Appeals must be in writing and provide a brief statement which identifies the basis of the appeal.
c. Commanders have calendar days (one weekend drill for RC) to refer the appeal to the next higher commander.
d. Commanders of the next higher command have calendar days (three drill periods for RC) to consider the appeal. Actions on the appeal will be to approve it, deny the appeal, or order an additional investigation.
e. Commanders acting on the appeal must provide written feedback to the complainant within calendar days of the results.

- f. The General Court Martial Convening Authority (normally the first General Officer in the chain of command) will have "final decision authority." No further appeals are available within the EO complaint system.
- 13. Follow-up assessment by EOAs. EOAs will conduct a follow-up assessment of all formal complaints 30-45 calendar days following the final decision on the complaint.
- 14. Reprisals. All Department of the Army personnel are prohibited from taking any action that might discourage them, any family member, or DA civilian from filing a complaint or seeking assistance to resolve an EO grievance. Army personnel are prohibited from taking any disciplinary or other adverse action against a complainant, or other DA

15. Three forms of reprisal:

a. ______. b. _____. c. ____.

personnel, seeking assistance, or cooperating with investigating officers, Inspector

- 16. A protected communication is any lawful communication or disclosure to a Member of Congress, Inspector General of any service, members of any DOD audit or inspection teams, chain of command, or investigative or law enforcement agencies in which a soldier makes a complaint or provides information they reasonably believe is evidence of the following:
 - a. A violation of law or regulations.
 - b. Severe case of mismanagement.

General, or other law enforcement agencies.

- c. Fraud or a gross waste of public funds.
- d. An abuse of authority or position.
- e. Presents a substantial danger to public safety.
- 17. Protected communication also includes circumstances where a military member:
- a. Is preparing to make a lawful communication, but it was not actually submitted, or delivered.
 - b. Did not actually communicate or complain, but was believed to have done so.
- c. Cooperated with or otherwise assisted in an audit, inspection, or investigation by providing information you believed evidenced wrong doing.
- 18. The Military Whistleblower Protection: Section 1034, Title 10, United States Code (U.S.C.), requires an expeditious investigation of all allegations of reprisal for whistleblowing submitted by military members.
- 19. Reporting Incidents of Reprisal.
 - a. Did the soldier make a protected disclosure or complaint prior to the incident?
- b. Was an unfavorable action threatened or taken after the disclosure or complaint was made?
 - c. Did the person or official taking action know of the complaint or disclosure?

- d. Do you believe the action taken would not have occurred if the complaint or disclosure had not been made?
- e. Is evidence or other information available that support or indicates reprisal was taken because of the complaint or disclosure?

STUDENT HANDOUT # 27-1 EO COMPLAINT FORM

EQUAL OPPORTUNITY COMPLAINT FORM For use of this form, see AR 600-20; the proponent agency is ODCSPER							
AUTHORITY: PRINCIPAL PURPOSE: ROUTINE USES:	Title 10, USC Section 3013(g). Formal filing of allegations of discrimination because of race, color, religion, gender, or national origin This form and the information on this form may be used: (a) as a data source for complaint information for production of summary descriptive statistics and analytical studies of complaints processing and resolution efforts, (b) to respond to requests from legitimate outside individuals or agencies (e.g.,, Members of Congress, the White House) regarding the status of the complaint or appeal, (c) to adjudicate complaint or appeal, and (d) for any other routine uses listed in AR 340-21, para 3-2.						
DISCLOSURE:			re to complete all portions of the termine if the complaint is acc	nis form may lead to rejection of complaint on the eptable.			
1. NAME	2.	RANK	3. SSN	4. UNIT			
5. RACE/ETHNIC GROUP			6. GENDER	7. DATE			
	I	PART I	- COMPLAINT				
statement made by me. The	on this page (page 1) and statement is true. I have	hall ends on	ave read or have had read page I fully u	I to me nderstand the contents of the entire the statement without threat of			
punishment, and without coe	punishment, and without coercion, unlawful influence, or unlawful inducement. (Signature of Person Making Statement)						
Subscribed and sworn to bef	_	zed by la	, ,	nis			
(signature of Person Adn	ninistering Oath)		(Typed Nar	ne of Person Administering Oath)			
	-			(name/rank) (date).			
I understand I have 3 calend agency of the complaint and			rve soldiers) in which to	inform the appropriate commander/			
9c. NAME			9d. GRADE	9e. DATE			
9f. AGENCY			9g. SIGNATURE				

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10a. ACKNOWLEDGMENT. I acknowledge receipt of this complaint, on behalf of (complainant's n	ama)	
submitted to me by (name, rank, alternative agency)		
on I understand	l I have 14 calendar davs	(3 weekend drill periods for
Reserve components) in which to initiate an investigation into the com the investigation, and inform the complainant of the results of the investigation.	plaint, implement a plan	
10b. NAME	10c. GRADE	10d. DATE
10e. ORGANIZATION	10f. SIGNATURE	
PART II - RESULTS OF IN	VESTIGATION	
11a. I (name of commander)		ne report of investigation into
your allegations. I Concur nonconcur with the findings of		
		, ,
substantiated unsubstantiated. I base my decisions on the follo	wing points:	
11b. SIGNATURE OF COMMANDER	11c. D	ATE
PART III - ACTIONS TO RE	SOLVE COMPLAINT	
12a.The command has done (or will do) the following actions to resolv	e this complaint and cont	tinue to prevent acts of reprisal:
12b. ADVISEMENT TO COMPLAINANT: You have the right to ap		
have 7 days (next weekend drill for Reserve components) to submit yo case is considered closed. If you decide to appeal, state the basis of, or		
refer you appeal to the appellate authority, who will review your case a completed.	and provide you feedback	when the complaint is
12c. SIGNATURE OF COMMANDER	12d. DA	TE
12e. ACKNOWLEDGMENT BY THE COMPLAINANT OF FINDIN	NGS, FEEDBACK, AND	APPEAL OPTIONS
12f. SIGNATURE OF COMPLAINANT	12g. DA	TE
PART IV - APP	EAL	
13a. I elect to appeal the outcome of my complaint for the following re	easons:	
	□	
Continuation sheet(s) is attached 13b. COMPLAINANT'S SIGNATURE	Continuation	sheet(s) is not attached
13d. I have reviewed the complaint file, the investigative findings, and other information		
A SIGNATURE OF ARREST AFTER A VIEW OF VIEW	1 400	
SIGNATURE OF APPELLATE AUTHORITY I acknowledge being counseled concerning the outcome of this appeal.	13f. DAT	E .
13g. SIGNATURE OF COMPLAINANT	13h. DA7	ГЕ

DA FORM 7279-R, FEB 96

EQUAL OPPORTUNITY COMPLAINT RESOLUTION ASSESSMENT

For use of this form, see AR 600-20; the proponent agency is ODCSPER

In accordance with AR 600-20, Army Command Policy, 30 TO 45 calendar days (3-4 drill periods for reservists) following final decision on any complaint (substantiated or unsubstantiated) of unlawful discrimination or sexual harassment, an Equal Opportunity Advisor (EOA) will conduct an assessment of the effectiveness of corrective actions and will seek to detect and deter any acts or threats or reprisal. The equal opportunity advisor shall complete the assessment and present his or her findings and recommendations to the commander within 15 calendar days (2d next weekend drill period for Reserve component).

weekend drill period for Reserve component).					
PART I - COMPLA	AINT				
1. CORRECTIVE ACTIONS. The corrective actions taken as a re	sult of the complaint of				
	discrimination/ha	arassment filed by			
(type)					
0	n —	were:			
(rank/name)	(date)				
2. CONDUCT OF THE ASSESSMENT. (EOA will list the dates {include complainant, alleged perpetrator, key witness, members of unit members, etc}, list surveys used, review of applicable unit record to DA Form 7279-1-R as necessary.	of the chain of command, and support	t chain, sampling			
3. EFFECTIVENESS OF CORRECTIVE ACTIONS. I conducted actions taken on My findings are: (date)	l an assessment of the effectiveness	of the corrective			
4. REPRISAL. I also sought to detect any incidents(s) or threats of	of reprisals(s). My findings are:				
PART II - RECOMME	NDATION				
5a. Based upon my findings, I recommend no further action the following actions be taken:					
5b. EQUAL OPPORTUNITY ADVISOR'S NAME/UNIT	5c. SIGNATURE	5d. DATE			
PART III - ACKNOWI	LEDGMENT				
6a. I acknowledge receipt of this assessment and the EOA's recom	nmendation.				
No further action will be taken The following	owing actions(s) will be taken:				
6b. COMMANDER'S NAME/RANK AND UNIT	6c. SIGNATURE	6d. DATE			
This form will be retained on file with the original DA Form 7279	9-R				

DA FORM 7279-1-R FEB 96

STUDENT HANDOUT #27-2 List of Alternative Agencies

Although handling EO complaints through the chain of command is strongly encouraged, this is not the only channel for addressing EO grievances. Several agencies have specific command responsibilities that make them a viable asset in helping soldiers and family members resolve EO grievances. The following are brief descriptions of frequently used agencies:

Equal Opportunity Adviser (EOA): Is assigned to help commanders at brigade or higher levels to implement their EO program. The EOA is trained to receive, process, and conduct inquiries into complaints of discrimination and sexual harassment. In addition, the EOA has the expertise to make recommendations for corrective actions and sanctions against violators of EO policies.

<u>Chaplain</u>: Serves as advisor to the command on all religious matters and provides guidance on religious practices, family and marital counseling, and other secular or non-secular services. The chaplain is the main subject matter expert on addressing issues about religious discrimination or accommodation.

<u>Provost Marshal (PM)</u>: Is primarily responsible for receiving and investigating violations of the UCMJ which are criminal in nature. The PM is responsible to the Commander for monitoring the treatment of soldiers and investigating complaints of discrimination or unfair treatment by off-post activities.

Staff Judge Advocate (SJA): Is responsible to the Commander on all legal matters. The SJA serves as an advisor in litigating criminal charges and prosecuting soldiers for criminal offenses; assesses trends in administering punishment and allegations of discrimination in administering military justice; may receive complaints about discrimination in legal proceedings or about administering judicial and nonjudicial punishment.

Community Homefinding Referral and Relocation Services Office (CHRRSO): Is responsible for monitoring and administering the installation's housing referral program. The HRO will receive and investigate complaints of discrimination in rental or sale of off-post residents.

Inspector General (IG): Serves as advisor to the commander on all matters of command. The IG is responsible for monitoring and inspecting command functions which are essential to mission effectiveness and combat readiness. The IG's office is the principal agency for receiving and investigating complaints about command environment and leadership.

Medical Agency Personnel: Medical agency personnel are assigned primarily at installation clinics and hospitals, but are also available at separate units, battalions, and brigades up to and including the Command Surgeon. These personnel advise and assists the commander on matters about conserving and replenishing the command's fighting strength, by prevention, curative, restorative care, and other medical related services. In the event of an incident of sexual assault or rape, medical agency personnel will be immediately contacted for procurement of criminal evidence and assistance in the treatment and counseling of the victim.

STUDENT HANDOUT # 27-3 EO Complaint Flow Process

MAKE AN INFORMAL
COMPLAINT. REPORT
INAPPROPRIATE
BEHAVIOR WITHOUT
INITIATING A FULL
INVESTIGATION. THIS
MAY BE MOST
APPROPRIATE FOR MINOR
INFRACTIONS, WHERE
VICTIM SIMPLY WANTS
BEHAVIOR STOPPED.

EQUAL OPPORTUNITY/SEXUAL HARASSMENT
COMPLAINT PROCESS

IF YOU ARE THE VICTIM CALL THE EQUAL
OPPORTUNITY HOT LINE
AT YOUR INSTALLATION
TO CLARIFY WHETHER
AN INCIDENT OR BEHAVIOR
QUALIFIES AS SEXUAL
HARASSMENT OR
DISCRIMINATION

HOTLINE
NUMBER:



FILE A FORMAL WRITTEN COMPLAINT (DA FORM 7279-R) WITH ANY OF THE FOLLOWING PEOPLE OR AGENCIES. COMPLAINTS MUST BE FILED WITHIN 60 DAYS OF INCIDENT - THOSE FILED AFTER THE 60 DAYS MAY BE PURSUED AT COMMANDER'S DISCRETION

(CHAIN OF COMMAND	EQUAL- OPPORTUNITY ADVISOR	INSPECTOR GENERAL	HOUSING REFERRAL OFFICE	JUDGE ADVOCATE GENERAL	MILITARY POLICE OR CRIMINAL INVESTIGATOR	CHAPLAIN	MEDICAL AGENCY

- 3 COMPLAINTS, EXCEPT THOSE FILED WITH THE IG, MUST BE ACTED UPON IN THREE CALENDAR DAYS. COMPLAINTS FILED WITH AN AGENCY AGAINST DAYS

 A MEMBER OF THE CHAIN OF COMMAND WILL BE REFERRED TO THE NEXT HIGHER COMMANDER IN THE CHAIN. A DESCRIPTION OF THE ALLEGATION MUST BE FORWARDED TO THE FIRST OFFICER IN THE CHAIN OF COMMAND WITH GENERAL COURT-MARTIAL CONVENING AUTHORITY WITHIN 72 HOURS OF THE FILING OF A FORMAL COMPLAINT.
- 14 THE COMMANDER OR THE INVESTIGATING OFFICER APPOINTED BY THE COMMANDER HAS 14 CALENDAR DAYS TO INVESTIGATE THE ALLEGATIONS AND MEET WITH THE VICTIM TO DISCUSS THE OUTCOME AND RESULTS. A 30 DAY EXTENSION MAY BE GRANTED FROM THE NEXT-HIGHER COMMANDER IF CIRCUMSTANCES REQUIRE IT. FURTHER EXTENSIONS CAN BE APPROVED ONLY BY THE FIRST GENERAL OFFICER IN THE CHAIN OF COMMAND.
- THE COMPLAINANT HAS SEVEN CALENDAR DAYS TO APPEAL TO THE NEXT HIGHER COMMANDER IF HE OR SHE IS DISSATISFIED WITH THE DAYS
 INVESTIGATION RESULTS OR ACTIONS TAKEN. THAT COMMANDER HAS 14 DAYS TO COMPLETE THE INVESTIGATION. FINAL DECISIONS ON COMPLAINTS REST WITH THE GENERAL COURT-MARTIAL CONVENING AUTHORITY.
- 30 DAYS AFTER FINAL DECISION ON THE COMPLAINT AN ASSESSMENT IS CONDUCTED BY THE EQUAL OPPORTUNITY ADVISOR ON <u>ALL</u>. EQUAL OPPORTUNITY COMPLAINTS (SUBSTANTIATED AND UNSUBSTANTIATED) TO DETERMINE THE EFFECTIVENESS OF ANY CORRECTIVE ACTIONS TAKEN AND TO DETECT AND DETER ANY INCIDENTS OF REPRISAL. REPORT AND RECOMMENDATION ARE SUBMITTED TO COMMANDER ON DA FM 7279-1-R NLT 45 DAYS FOLLOWING FINAL DECISION MADE ON COMPLAINT.

LESSON NUMBER: 28

TASK: Ethnic Observances

STANDARD: 1. Define the purpose of conducting special/ethnic observances.

- 2. Explain how to organize a special/ethnic observances.
- 3. Explain how to plan a special/ethnic observances.
- 1. Special and ethnic observances are held annually in support of Joint Congressional Resolution, Presidential Proclamation, and Chief of Staff directives. These activities are designed to develop an awareness of the various cultures that contribute to the American culture and are a portion of the Army's ongoing equal opportunity education process.
- 2. Essential elements to sponsoring a successful special/ethnic observance.
 - a. Leadership.
- b. Planning. If committees are formed, it is recommended the following minimum committees be established:
 - (1) Ethnic observance scheduling committee. (Time table schedule).
 - (2) Planning committee. (Agenda, estimated costs and guest speaker).
 - (3) Finance committee. (Dollar amount available and areas to be funded).
 - (4) Publicity committee. (Publicity programs).
 - (5) Education committee. (Educational programs and subjects of presentation).
- (6) Luncheon/banquet subcommittee. (Reservations, menu and public address system).
 - (7) Protocol subcommittee. (Speaker's personal needs or requests).
- c. Funding. Lack of funding should not preclude an observance. Articles on the theme of the observance can be published in the post or installation newspaper and costs nothing. Regarding expenditure of funds, obtaining and dispensing of prizes, raffles/drawings and solicitations, the following applies:
- (1) Funding for ethnic food samples (not meals) is authorized by Para 6-20d, Chapter 6, AR 600-20. A request for blanket authorization to purchase the necessary food with an IMPAC credit card can be obtained from the installation Directorate of Contracting office.

- (2) The honorarium is limited to \$250.00. Also, invitational travel orders can be obtained for travel, per diem and lodging.
- (3) Expenditure of appropriated funds in direct support of ethnic/special observations is permissible when authorized.
- (4) Units, agencies, organizations, and activities shall not provide funds or prizes for these activities
 - (5) Solicitations for raffles/drawings, funds, and prizes are prohibited.
- 3. Elements that need to be considered in planning and conducting observances.
 - a. Coordination Considerations:
- (1) Always keep the commander apprised and, if necessary, obtain the commanders approval of the observance plan.
- (2) Notify key personnel to compare calendar of events. This includes the G3/S3, public affairs, other committee members, quest speakers, and volunteers.
- (3) Ensure announcement of events are timely. This includes post/installation newspaper, bulletins, flyers, etc.
 - (4) Obtain necessary funding.
- b. Execution Considerations. There are many types of events or activities that can be conducted in support of observances. They can be conducted separately or combined into the overall program. These are:
 - (1) Guest Speakers.

- (2) Ethnic meals at the dinning facility.
- (3) Displays and artifacts.
- (4) Talent or fashion show.

(5) Dance groups.

(6) Essay and poster contests.

(7) A film festival.

(8) Designate a specific day for groups to wear ethnic attire.

c. After-action.

STUDENT HANDOUT #28-1 List of Special/Ethnic Observances

Month: January Dates: 3d Monday

Observance: Martin Luther King, Jr., Birthday

Authority/comment: Public Law 98-144, Nov. 83 (Federal holiday)

Month: February Dates: 1-28/29

Observance: African-American/Black History Month

Authority/comment: First Presidential Proclamation, Feb. 76

Month: March Dates: 1-31

Observance: Women's History Month

Authority/comment: Public Law 100-9, Mar 87

Month: April/May

Dates: Sunday to Sunday for Week Incorporating Yom Hashoah Observance: "Days of Remembrance" for Victims of the Holocaust

Authority/comment: Public Law 96-388, Oct. 80

Month: May Dates: 1-31

Observance: Asian Pacific Heritage Month

Authority/comment: First Presidential Proclamation, May 91

Month: August Dates: 26

Observance: Women's Equality Day

Authority/comment: First Presidential Proclamation, Aug. 73

Month: September/October Dates: 15 Sep. - 15 Oct.

Observance: National Hispanic Heritage Month Authority/comment: Public Law 100-402, Aug. 88

Month: November Dates: 1-30

Observance: National Native American Indian Heritage Month

Authority/comment: Public Law 102-188, Mar 92

LESSON NUMBER: 29

TASK: Small Group Facilitating

STANDARD: 1. Describe the role of the small-group facilitator

2. Describe intervention techniques

3. Apply small-group facilitating skills

1. Role of the small-group leader (SGL).

a. Step 1 - Preparation.

b. Step 2 - Introduction.

c. Step 3 - Activity.

d. Step 4 - Publish and process.

e. Step 5 - Generalization:

2. Questioning advantages/disadvantages.

3. Roles of the SGL.

a. Subject matter expert.b. Observer.

c. Facilitator of group process.

6. Stages of small group development.

a. Dependent.

b. Independent.

- c. Interdependent
- 7. General principles of group development:
- a. The time a group spends in each stage of development varies with the particular group.
- b. The job of the SGL is two-fold to move the group to the highly productive interdependent stage and to positively influence the group's learning regardless of its stage of development.
- The time a group spends in any stage can be influenced by the actions of the SGL. in the facilitator-of-group process role, but it is dependent on other facts such as previous group experience by the students, their familiarity with each other and the time they have been together as a group.

- d. A group in the independent or interdependent stage can return to an earlier stage if a change in membership in the group or a change in the SGL.
- e. For a group to get to the interdependent stage it must go through the dependent and independent stages. There are no short cuts in stage development.

8.	Diagnosing	aroup	devel	opment
٠.	214911001119	9.000		000

a. _____.

Stages of Development

STAGE	ACTION
Dependent	Norms develop covertly
Independent	Norms broken
Interdependent	Norms examined openly by group

b. _____.

Stages of Development

STAGE	ACTION
Dependent	Group looks to SGL
Independent	Imposed by another student
Interdependent	Group looks to themselves

C. .

Stages of Development

STAGE	ACTION
Dependent	Plop, autocratic, minority
Independent	Autocratic, minority
Interdependent	Consensus, attempts at unanimous

d. _____.

Stages of Development

STAGE	ACTION
Dependent	Covert and reference to authority
Independent	Overt argument
Interdependent	Shared - goes to most appropriate

	student for the task at hand
e	
	Stages of Development

STAGE	ACTION
Dependent	Little or none
Independent	Some, but does not conform to rules
Interdependent	Conforms to rules, students give and
	receive

f.			
١.			

Stages of Development

STAGE	ACTION
Dependent	Can't win, avoidance and competition
Independent	Must win
Interdependent	All win, cooperation

STUDENT HANDOUT #29-1 QUESTIONING STRATEGIES

They are key questions which the SGL can use along with summarizing and reflecting to help the group move either more deeply into the stage at hand or on to another stage.

- What is going on?
- How do you feel about that?
- What do you need to know to
- Would you be willing to try?
- Could you be more specific?
- Could you offer a suggestion?
- What would you prefer?
- What are your suspicions?
- What is your objection?
- If you could guess at the answer, what would it be?
- Can you say that in another way?
- What is the worst/best that could happen?
- What else?
- Would you say more about that?

5. In stage two, the publishing phase, group members have completed the experience. The following questions focus on generating data.

- What would you volunteer to share? Who else?
- What happened?
- How did you feel about that?
- Who else had the same experience?
- Who reacted differently?
- Were there any surprises?
- How many felt the same?
- How many felt differently?
- What did you observe?
- What were you aware of?

6. In stage three, the processing phase, group members now have data. These questions focus on making sense of that data for the individual and group.

- How did you account for that?
- What does that mean to you?
- How was that significant?
- How was that good/bad?
- What struck you about that?

- How do those fit together?
- How might it have been different?
- Do you see something operating there?
- What does that suggest to you about yourself/your group?
- What do you understand better about yourself/your group?
- 7. In stage four, the generalizing phase, group members work toward forming principles which they derived from the specific knowledge they have gained about themselves and their group. The following questions focus on promoting generalizations.
 - What might we draw/pull from that?
 - Is that plugging into anything?
 - What did you learn/relearn?
 - What does that suggest to you about____in general?
 - Does that remind you of anything?
 - What principle/law do you see operating?
 - What does that help explain?
 - How does this relate to other experiences?
 - What do you associate with that?
 - So what?
 - 8. In stage five, the applying phase, group members discuss using what they learned in their real-world situations. The following questions focus on applying the general knowledge they have gained to their personal and professional lives.
 - How could you apply/transfer that?
 - What would you like to do with that?
 - How could you repeat this again?
 - What could you do to hold on to that?
 - What are the options?
 - What might you do to help/hinder yourself?
 - How could you make it better?
 - What would be the consequences of doing/not doing that?
 - What modifications can you make work for you?
 - What could you imagine/fantasize about that?
 - 9. A final stage can be added which is that of processing the entire experience as a learning experience. The following questions focus on soliciting feedback.
 - How was this for you?
 - What were the pluses/minuses?
 - How might it have been more meaningful?
 - What's the food/bad news?

- What changes would you make?What would you continue?
- What are the costs/benefits?
- If you had it to do over again, what would you do?
- Any suggestions?

STUDENT HANDOUT #29-2 DIAGNOSING STAGES OF GROUP DEVELOPMENT

	DEPENDENT	INDEPENDENT	INTERDEPENDENT
NORMS	norms developed	norms broken	norms overtly
			examined as a group
STRUCTURE	group looks to SGL	imposed on group	group looks to
		by another student	themselves
DECISION MAKING	plop, autocratic and	autocratic, minority	consensus, other
	minority		types of agreement
	covert and reference	overt arguments,	shared - goes to
	to authority	trying to get as much	student for
INFLUENCE		as possible	appropriate task at
			hand
	little of none	some, but does not	conforms to rules,
FEEDBACK		conform to rules	students willing to
			give and receive
	can't win, avoidance	must win	all win, cooperation
COMPETITION	of competition		

STUDENT HANDOUT #29-3 INFLUENCING STRATEGIES

Influencing the Content Dimension

When to influence	When NOT to influence
When the class design calls for the SGL to give information to the group	When the SGL is asked a legitimate question by a student that another student can answer
When the SGL is asked a legitimate question by a student that another student cannot answer	When the intent is to influence the process dimension

Influencing the Process Dimension

When to influence	When NOT to influence
When group will not take its share of responsibility for learning	When smooth, efficient, effective learning is taking place
When resistance or arguments occur	When group itself intervenes in its own process (looks at how it is operating)
When inefficient decision making takes	
place	When the intent is to intervene in the content dimension
When feedback does not conform to the rules of effective feedback	
When ineffective norms seem to be developing	
When attempts to gain influence in the group become destructive to effective learning	
When the SGL determines that he or she wants to more the group to a higher stage of development	

To Influence Content	

- Stand and write on the board or chart paper.
- Say, "Let me add some ideas here...."
- Say, "Before you start a discussion on the topic, I have some thoughts I want to get out."

To Influence Process

- Say, "Why is it that (then describe the behavior)....."
- Say, "What seems to be holding up progress at this point?"
- Say, "A rule appears to be developing here that says: (then state the developing norm).
- Say, "You have just decided (then state the decision you observed). How was that
- (Use after a task has been completed or at the end of a session)
 Say, "What did you do that helped get the job done?"
- (Address a student directly). Say, "(State name of student), you seemed to have an idea about what was going on. Would you tell us?"

STUDENT HANDOUT #29-4 DIAGNOSING DYSFUNCTIONAL BEHAVIORS

THE RESCUER

People who exhibit this behavior tend to "make nice." They apologize, defend, interpret for others, and explain away their own and other people's feelings. They tend to get frustrated or frightened by conflict, and they protect others as a way of avoiding the conflict situation. They are easy to recognize because they preface statements with phrases like, "I think what she really meant was......" or "You shouldn't feel that way because he may take it the wrong way."

<u>Intervention Strategies:</u> The Rescuer

When the rescuer is attempting to interpret for someone else, say "I'm aware that you are speaking for Alice. What I suggest is that you let Alice speak for herself," or "I would prefer that people speak for themselves. Communication breaks down when people interpret for others."

When the rescuer is trying to avoid conflict, you can say, "You seemed uncomfortable when Joe got angry. Is it true?"

THE PROJECTOR

The projector attributes his or her own thoughts and feelings to other people. Often projectors are unaware that it is they who are experiencing the feeling, probably because it is so uncomfortable for them. Different feelings can be unpleasant for different individuals. Some people are afraid of anger, others are afraid of sadness, and still others are afraid of fear. The feelings we tend to project onto others are the ones with which we are most uncomfortable. Projectors, although they appear to be speaking for other people, are actually speaking for themselves. You can recognize them because they either talk in generalities or talk about other people. They rarely make statements for themselves.

Intervention Strategies: The Protector

"You've just made a statement for the group. Is that statement true for you?"

"I'm wondering if that is really the way you feel. Let's check out whether other people are really experiencing the feelings you are attributing to them.

THE PASSIVE AGGRESSOR

This kind of behavior can be difficult to notice at first, as it is indirect rather than direct. Passive-aggressive people are hostile or angry, but they express their hostility in subtle and indirect ways. Often they attempt to mobilize group members to express the negative feelings they are experiencing. What usually occurs is that everyone begins to feel uncomfortable. Generally, passive-aggressive people project their anger or uncertainty onto the leader, and the leader may begin to feel defensive. Participants exhibiting passive-aggressive behavior tend to do the following: come a little late to meetings and be mildly disruptive when they arrive; initiate occasional side conversations when someone else (generally the leader) is speaking; and maintain a somewhat unpleasant or disinterested facial expression. They often make mildly hurtful statements to people in the group, particularly the leader. If someone confronts them about their intentions, they retreat and claim they did not mean anything negative by their remarks. They seem to have a knack for sensing the leader's "Achilles heel." The SGL often feels defensive around passiveaggressive people. These people tend to bait the leader, but they back off, act naive, and play victim when the leader attempts to deal with them directly. The leader is often left feeling foolish, and the behavior gets reinstated at a later point. In attempting to eliminate this kind of behavior, it is important that the leader does not get into an argument with the passive-aggressive person and does not make an attempt to confront the behavior directly.

<u>Intervention Strategies:</u> The Passive Aggressor

Take time for general evaluation. You can say, "Let's take a minute to see how people are feeling about the class now." If the passive aggressor responds negatively, thank him or her for the feedback. If he or she responds positively or says nothing, say "I'm glad you seem to be responding well to the class so far."

If the individual makes a negative statement about the group and seems to be speaking for others, re-phrase the statement so that it pertains only to the speaker. If John says, "That last exercise was a waste of time," say "You feel, John, that the last exercise was a waste of time?"

If you feel a need to confront the person directly about his/her anger, and he/she is able to express it, then you have succeeded in cutting off the indirect passive aggressive behavior. If the individual denies any angry or negative feelings, then simply say, "I'm sorry. I must have misread you. I'm glad everything is fine."

THE APOLOGIZER

Apologizers tend to preface their questions or statements with an apology. They often begin with the words, "Maybe I should not say this but...," or "Maybe you have already answered this question but......" or "I'm sorry for taking up so much Apologizers are not negative or unpleasant people. They can be draining, however, and they generally use up a lot of air time in a group. Although they tend to speak a good deal, their apology often reflects a deep level of insecurity.

<u>Intervention Strategies:</u> The Apologizer

It is best to be direct with apologizers. You can say, "I feel badly that you apologize each time you speak. Your concerns are legitimate. There is no need to apologize for yourself."

"You have made some interesting points. You do not need to apologize for speaking."

"Would you please ask your question again? This time experiment with omitting the apology."

THE FIGHTER

Fighters are people who exhibit fighting behavior in a group, arguing or disagreeing with most things that are said. They give the impression they want to pick a fight by asking questions or making comments in a provocative way. Their questions are really statements. They often begin by saying, "Don't you think that..." They are easy to recognize as their tone of voice is often belligerent. They seem to be continually looking for an argument. Usually fighters are struggling for power or control. Their questions or disagreements with the leader are the means by which they attempt to assume control.

Intervention Strategies: The Fighter

If the fighter continually picks apart your statements or finds fault with the material, say, "It sounds like you have some interesting ideas. I'd really like to hear you elaborate on them."

If the fighter says, "Don't you think that...," say "It sounds like you have a statement to make. You are not really asking a question."

You can confront the negativity by saying, "You sound irritated to me. Is there something bothering you?" If the fighter expresses some negative feelings, it is important to thank him or her for telling you and not argue about what was said.

THE FLIGHTER

This person seems to be in another world. He or she often "tunes out", misses directions, or just does not seem to grasp the material. Often flighters play dumb, rather than admit their attention is elsewhere. They are annoying in groups because they ask leaders to repeat directions or points everyone else understood. Their investment in the group seems low. When asked for an opinion, they often respond by saying, "I don't care," or "Whatever you want," or "It makes no difference to me." During the class, they often have blank expressions on their faces.

<u>Intervention Strategies:</u> The Flighter

If a flighter asks you to repeat material that you believe was quite clear, ask him or her to repeat first what he or she did hear. You can then ask other group members to fill in the rest.

If you notice the flighter getting distracted, you can say, "You seem to be distracted right now. Is there something on your mind?"

If flighters seem reluctant to give their opinion or to make a choice, force them to make a choice. Say "Even though you don't have much of a preference, please make a choice anyway."

THE QUESTIONER

The questioner can cause you difficulty because he or she is repeatedly stopping the flow of the discussion by asking questions. These questions may be about the content, the procedure, or about your style of leading the group. Questioners often ask a lot of "why" questions that you may begin to find difficult to answer and which can make you feel defensive. You will probably feel irritated by these persistent interruptions. Often questioners have trouble thinking by themselves. Rather than finding their own answer to a thought or question, they will ask you to figure out the answer for them.

Intervention Strategies: The Questioner

"I appreciate your interest in the material. I think it would be helpful for you to experiment with answering that question yourself."

"We only have a limited amount of time. Would you please save your question? We may address it later on."

"Instead of answering that now, why don't you see me during the break if your question has not been answered by then?"

"What do you think the answer to that question is?" If the questioner responds by saying he or she does not know, say "Take your time. When you get an idea, let us know."

THE WITHDRAWER

The withdrawer sits quietly in the group but looks miserable. He or she calls attention to himself or herself by looking pained, blank, or even disgusted. The group is generally aware of this person's feelings even though he or she is quiet. The withdrawer's facial expression clearly communicates displeasure, but the rest of the body gestures are quite still and withdrawn. Other members of the group generally feel awkward when they notice this person's quiet, but obvious discomfort.

Intervention Strategies: The Withdrawer

"Is there something about what we are doing that is not of interest to you?"

"Susan, why don't you take this opportunity, while we are evaluating this segment of the class, to express your feelings and thoughts; you seem to be displeased."

"I encourage you to express your point of view. Perhaps you can influence what we are currently doing."

THE MONOPOLIZER

The monopolizer takes up a great amount of air time in a class. As a result, sometimes other group members begin to withdraw rather than fight for the right to speak. The monopolizer is generally a poor listener who usually manages to turn the conversation back to himself or herself. People exhibiting this behavior are often long-winded and tend to interrupt others to state a personal opinion or relate

an experience. This person seems unaware that there are other people who might want to speak. Almost always when there is a pause in the conversation, he or she jumps right in, attempting to relate personally to the topic.

<u>Intervention Strategies:</u> The Monopolizer

"We have been hearing primarily from one or two people. I'm interested in hearing from the rest of you."

"It might be helpful for those of you who have been doing a lot of talking to listen more, and for those of you who have been doing a lot of listening, to try speaking up more often."

"Notice your style of participation. Have you been primarily a listener or a talker in this class? Practice exhibiting the opposite behavior, and see what new things you can learn."

"You have made some interesting comments. Now I would like you to give some other people an opportunity to speak."

THE KNOW-IT-ALL

The know-it-all is the person who is the expert on everything. Regardless of what you say, he or she either adds something or corrects what you have said. Know-it-alls have ideas about almost everything and are very quick to offer their opinions, whether someone solicits them or not. They want to feel important and show they are knowledgeable. Therefore, know-it-alls attempt to get recognition and power by taking the role of the resident expert.

Intervention Strategies: The Know-It-All

"It seems that you have opinions on many subjects that are very different from mine. Would you like to come up to the front of the room and present an opposing point of view?"

"You seem to know a lot about the subject. I'm wondering why you took this class."

"Perhaps you would like to prepare a presentation and give it this afternoon since you seem to have so many opinions on the subject."

"Thank you for the information," or "Thank you for your point of view."

"You and I see the situation very differently. Although you certainly don't have to change your mind, I suggest that you let yourself be open to these new ideas. Let me know at the end of the class how you feel."

THE COMPLAINER

The complainer continually finds fault with all aspects of the class. His or her criticism can include everything from dissatisfaction with the environment to dissatisfaction with the material being presented or with the structure. Therefore, you are likely to hear complaints like the following, "this workshop is not what I expected," or "the seats are uncomfortable," or "I hate role-playing." Complainers begrudgingly participate while letting you know and everyone else know how they feel. They do not always express their feelings orally; rather they tend to moan and groan and make grimaces.

Intervention Strategies: The Complainer

"You seem quite dissatisfied with most of the material being presented. What I hope is you will let yourself be open to it and reserve judgment until the end of the class. Then I would appreciate your feedback."

"Even though I know you are not getting what you want right now, would you be willing to be receptive to what we are offering, and then decide later on how useful the material is to you?"

"If nothing pleases you, perhaps you really do not want to be here now."

THE DISTRACTOR

The distractor often asks questions or makes comments that have nothing to do with the material currently being discussed. Distractors change the topic by bringing up extraneous material, but they are usually unaware they are doing so. Their questions and comments divert attention from what is being discussed. These irrelevant comments often cause discomfort, as well as annoyance to the leader and to the group members. Responding to the comments and questions means getting sidetracked. It is difficult not to respond, however, because distractors are usually enthusiastic participants who do not consciously intend to cause trouble.

Intervention Strategies: The Distracter

"That question does not seem to fit what we are discussing right now. If it continues to seem important to you, why don't you talk to me during the break?"

"You seem to be asking a lot of questions that are only slightly related to the topic we are discussing. Are you having difficulty understanding the material'?"

If people are raising their hands before speaking, you can avoid calling on the distracters. If, however, participants are speaking without raising their hands, you can say, "Gee, Joe, we have heard from you a lot; let's hear from some other points of view now."

THE POLLYANNA

A Pollyanna can initially be a delight to have in a group. The individual is always smiling, and his or her attitude is that everything is always wonderful and satisfying. Pollyanna's rarely, if ever, express a preference or make a critical comment. They almost always go along with what someone says or what the majority of the group wants. Nothing is ever a problem for them. A Pollyanna will avoid conflict or disharmony at any cost. He or she refuses to engage in any activity that might cause discomfort.

Intervention Strategies: The Pollyanna

If you are waiting for the Pollyanna to state a preference, and he or she is avoiding responsibility, you can say, "Choose. Make a decision, any decision, as long as you decide."

In an evaluation, encourage him or her to give corrective feedback as well as positive feedback. Say, "I really appreciate all your positive comments though I am sure the course is not 100% excellent. Find something you would like to see improved. It is important to give corrective as well as positive feedback."

"It is really nice to hear you give both positive and corrective feedback."

THE INTELLECTUALIZER

Intellectualizers tend to be quite talkative, and provide a lot of explanations for why they feel a certain way. An intellectualizer attempts to make sense out of everything. When speaking, he or she uses many rationalizations and justifications for his or her beliefs. This person often becomes lost in his or her own theory. One way to recognize intellectualizers is by the way they often translate a very simple thought or idea into a complex theory. The more the intellectualizers talk, the more complicated the simple thought becomes. Intervention Strategies: The Intellectualizer

"Try expressing that idea in one sentence."

"I am glad you are interested in that idea, but I am getting confused with how you are developing it."

"I'm getting lost in all your words; see if you can say what you mean more concisely."

"It appears to me you are making what has just been said more complicated than is necessary."

LESSON NUMBER: 30
TASK: Military Affirmative Actions
STANDARD: 1. Discuss the origin and development of Military Affirmative Actions. 2. Discuss disparate treatment/effect and reverse discrimination. 3. Discuss the difference between goals and quotas.
1. Military Affirmative actions. Affirmative Actions are methods used to achieve the objectives of the EO program. Affirmative Actions are processes, activities, and systems designed to identify, eliminate, prevent, and work to overcome the effects of discriminatory treatment as it affects the upward mobility and quality of life for DOD personnel.
2. Affirmative Action Plan. An Affirmative Action Plan (AAP) is a management document used as a tool to overcome the effects of discrimination. It contains positive steps oriented towards results that we can observe and measure.
3. Origin and development of military affirmative actions:
a. Executive Order 10925 (1961):
b. Civil Rights Act (1964):
c. Executive Order 11246 (1965):
d. DOD Human Goals Program (1969):
e. DOD Directive 1100.15 (1976):
f. DOD Directive 1350.2 (1987):
4. Key terms associated with military affirmative actions:
a treatment.
b. Disparate

LESSON NUMBER: 31

d. _____.

c. _____ discrimination.

TASK: Women in the Military

STANDARD: 1. History of contributions of women in the military.

- 2. Women's Armed Services Integration Act of 1948 (WASIA).
- 3. Contemporary issues.
- 4. Strategies to affect the full integration of women.
- 1. Revolutionary War.
- Civil War.
- 3. The first women's component in the military was established by the Army in 1901. This component was the Army Nurse Corps. In 1908 the Navy Nurse Corps was authorized. Initially, the Navy Nurse Corps was comprised of only 20 White women.
- 4. W.W.I.
- 5. W.W.II. During W.W.II 360,000 women joined the military in response to the recruiting call, "Free a man to fight." The first women's group to be organized by Congress in May 1942 was the Women's Army Auxiliary Corps (WAACs). They were hired under civilian contract with no military benefits.
- 6. Units were segregated by color throughout the war. Black women were affected severely by segregation. The 4,000 Black women who served as WACs served in disproportionate numbers as cooks, bakers, laundry workers, hospital orderlies, and waitresses. A few Black women did enter skilled fields such as medical stenographer, physical therapy, aircraft maintenance, teletype operating, and photography.
- 7. Laws, Policies, and Contributions.
 - a. The Women's Armed Integration Act (WASIA).
- (1) Women under 18 years of age could not enlist and, if less than 21, were required to have consent of their parent or guardian. Men, on the other hand, could enlist with parental consent at the age of 17 and on their own after 18.
- (2) Husbands of military women had to prove dependency. Wives of men did not. Women are automatically discharged upon pregnancy or if they acquired children under 18 years of age by either marriage or adoption.

- (3) Enlisted women could not exceed two percent of the total enlisted strength. Female officer, excluding nurses, could not exceed 10 percent of the total enlisted female strength.
- (4) Officers could not progress beyond 0-5 unless they were appointed to be Director of Women in their service. Then, they attained the grade of 0-6. If reassigned, women were reverted to the former lower grade. However, if they retired from the Director position, they were permitted to retire as an 0-6.
- (5) No women could serve in command positions. They could not enter aviation training, ROTC, or the military academies. Very few career fields were open. Those that were open were mainly in the administration and medical areas. Women could hold supervisory positions over other women only.
- b. Combat restrictions for women varied amongst the services. Women's role in combat was outlined in the law and modified in the U.S. code. The following restrictions applied.
- (1) The Air Force code is Title 10, Sec 8549 which states that women cannot be assigned to duty in aircraft engaged in combat missions.
- (2) The Navy code is Title 10, Sec 6015 which states that women cannot be assigned to duty in aircraft engaged in combat missions nor to duty on vessels of the Navy except hospital ships and naval transports.
- (3) The Army had no statutory provisions prohibiting combat. The Secretary of the Army was given authority to assign troops as needed.
- (4) WASIA did not apply to the Coast Guard. In July 1949, Title 14, Sec 762 was passed to establish the Coast Guard women's reserve again. It limited women to authority over female reservists and to duty only in the U.S..
 - c. Defense Advisory Committee on Women In The Service (DACOWITS).
 - (1) To advise him on all matters pertaining to women in the military.
- (2) To interpret to the public the need for and the roles of women in the services and to promote public acceptance of the military as a career for women.
 - d. Public Law 90-130
 - (1) Men and women can enlist at the age of 18 without parental consent.
 - (2) Changed proof of dependency.

- (3) Allow women to request waivers to stay in the Service. In 1975, DOD reversed its pregnancy policy. Pregnant women were allowed to remain in service unless they asked to get out.
- (4) The two percent ceiling was removed for women and they can now be appointed as generals and flag officers.
- (5) Women can participate in ROTC programs and the military academies, including the Coast Guard.
- (6) Women can serve aboard some Navy ships and all ships in the Coast Guard.
 - (7) Women can participate in aviation training in all services.
 - (8) Women can serve in all but direct combat-related MOSs.
- 8. Vietnam.
- 9. Post Vietnam.
 - a. Oct 78 Public Law 95-485 officially eliminated the WAC Corps.
 - b. ERA.
 - c. Grenada.
 - d. Attack on Libya.
 - e. Operation Just Cause.
 - f. Operation Desert Storm.
- 10. Elimination of the combat exclusion law.

STUDENT HANDOUT #31-1 HIGHLIGHTS OF WOMEN IN THE U.S. ARMED FORCES

1775 American Revolution: Women served on the battlefield as nurses, water bearers, cooks, laundresses and saboteurs. Deborah Sampson Gannett, alias Robert Shirtleff, disguised herself as a man and served in the Continental Army.

War of 1812: Mary Marshall and Mary Allen served as nurses aboard Commodore Stephen Decatur's ship *United States*.

1861-1865 Civil War: Courageous women including Dorothea Dix, Clara Barton and Harriet Tubinan provided casualty care to Union and Confederate troops. Convent nuns nursed the wounded at field hospitals and on the Union hospital ship *Red Royer*.

Women like Confederate soldier Loreta Velasquez, alias Harry T. Buford, served as soldiers on both sides. Belie Boyd was among the women who were spies.

Dr. Mary Walker received the Congressional Medal of Honor, the first and only woman to receive the nation's highest military honor.

1898 Spanish American War: Dr. Anita Newcomb McGee, then Vice President of the National Society of the DAR, was placed in charge of selecting the more than 1,500 contract nurses who served with the Army in Hawaii, Cuba, the Philippines, Puerto Rico, hospitals stateside, and on the hospital ship *Relief*. Twenty nurses died during the war.

1901: Army Nurse Corps established; Dita H. Kinney served as First Superintendent.

1908: Navy Nurse Corps established; Esther Voorhees Hasson served as First Superintendent.

1917-1918 World War 1: The Navy enlisted 11,880 Yeomen (F) and Marine Corps enlisted 305 Marine Reservists (F) to "free men to fight" by filling positions such as clerks and telephone operators. 2 women served with the Coast Guard. 21,480 Army nurses and 1,476 Navy nurses served in hospitals.

1941-1945 World War II: Thirteen Army nurses on a medical evacuation flight to Bari, Italy, crashed in the Albanian mountains far behind enemy lines in 1944. They and the plane's crew walked 800 miles across the mountains to freedom. At Anzio,

Italy, six Army nurses died from two separate German bombardments. Nurse Deloris Buckley was one of several nurses wounded in these attacks. 1941, Army and Navy nurses were taken prisoner-of-war. Five Navy nurses were captured when the island of Guam fell to Japanese forces. They were transferred to a prison camp in Japan and held for five months. Eleven Navy nurses captured in the Philippines endured 37 months as prisoners of the Japanese at Los Banos prison camp, and 66 Army nurses were imprisoned for 33 months at Santo Tomas prison camp in the Philippines.

1949: Air Force established its Nurse Corps. Army and Air Force established the Medical Specialist Corps.

1950-53 Korean War: Army nurses arrived in Pusan to help set up a hospital - the first of about 540 to serve in the combat zone. Navy nurses served on hospital ships and Air Force nurses with Air Evacuation units. Major Genevieve Smith, ANC, died in a plane crash on 27 July 1950.

Defense Advisory Committee on Women in the Services (DACOWITS) created to advise on recruitment of military women.

1953: Dr. Fae Margaret Adams, an Army Reserve officer, became-the first woman physician to be commissioned a medical officer in the regular U.S. Army.

1955: Men accepted into the Army and Air Force Nurse Corps. 1965: Men accepted into the Navy Nurse Corps.

1965-75 Vietnam War: Some 7,500 American military women served in Southeast Asia. The majority in-country were Army nurses. 1969: Lieutenant Sharon Lane died of shrapnel wounds. 1975: Air Force flight nurse Captain Mary T. Klinker died in Vietnam when the C-5A Galaxy transport evacuating Vietnamese orphans crashed on takeoff. Six other American military women died in the fine of duty.

1967: Legal ceilings on women's promotions repealed.

1969: Air Force Reserve Officers' Training Corps (AFROTC) became coeducational.

1970: Army promoted first women to brigadier general, Anna Mae Hays, Chief, Army Nurse Corps, and Elizabeth P. Hoisington, WAC Director.

1971: Air Force promoted Jeanne M. Holm, WAF Director, to brigadier general.

Military draft ended. More women recruited. Army and Navy women entered ROTC.

Navy Chief Admiral Zumwalt published Z-116 declaring Navy's commitment to equal rights and opportunities for women.

1979: Hazel W. Johnson, Army Nurse Corps, became the first black woman brigadier general and first black Chief of the Army Nurse Corps.

Lieutenant (junior grade) Beverly G. Kelley assumed command of the Coast Guard Cutter *Cape Newagen*, the first woman to command a military vessel.

1980: First women graduated from the service academies.

1981: Congress upheld decision excluding women from the draft.

1983: Lieutenant Colleen Nevius became the first Navy woman test pilot upon completing Test Pilot School.

170 women among forces deployed to Grenada on Operation Urgent Fury. 1984: Kristin Holdereid graduated top of her class at the Naval Academy.

1986: Air Force women served as pilots, copilots, and boom operators on the KC-135 and KC-10 tankers that refueled FB-IIIs during the raid on Libya.

1989: 770 women deployed to Panama in Operation Just Cause.

Army Captain Linda L. Bray, commander of the 988th Military Police Company, led her soldiers in an infantry-style firelight against Panamanian Defense Forces.

Three female Army pilots nominated for Air Medals after their helicopters encountered heavy enemy fire.

Kristin M. Baker named brigade commander of the West Point Corps of Cadets.

1990-91 War in the Persian Gulf: Some 40,000 American military women deployed on Operation Desert Shield/Storm.

Two Army women, Specialist Melissa Rathbun-Nealy, a truck driver, and Major Rhonda Cornum, a flight surgeon, were taken prisoner by the Iraqis.

1991: Congress repealed laws banning women from flying in combat.

Service women deployed to Honduras.

1992: Secretary of Defense Memo "Zero Tolerance of Sexual Harassment."

1993: Air Force Lieutenant Jeannie Flynn entered combat pilot training.